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Ambrose Tighe, formerly of Yale College, has prepared a brief history of the "Development of the Roman Constitution," which has been added to our series of History Primers.

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Alexander Bain has in preparation an enlarged edition of his "English Composition and Rhetoric." Part first, of this work, entitled, "Intellectual Elements of Style," has just been issued. He has also prepared an auxiliary work to accompany his enlarged "Composition and Rhetoric," entitled, "On Teaching English." This work will be found valuable, not only as a text-book for advanced scholars, but also as a book of reference for the teacher's desk.

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AGAIN we take pleasure in sending the
readers of the JOURNAL the Annual
Number for the Summer Institutes.
It contains 40 pages. Our usual make-up is
somewhat disarranged, but there will be
found nearly double the amount of our
weekly reading matter. The regular size of
the JOURNAL is 16 pages—10 large solid pages
of reading, that is never encroached upon,
and 6 of advertisements. Read every word,
good friends, advertisements and all. It
will pay you.

THE exhaustive articles in this number
by Supt. Marble and Col. Parker will
attract much attention. Do not fail
to read both. The articles by Mr.
Calkins and Sec. Dickinson, are full of
suggestions. We suspect Col. Parker is
preparing an answer to Dr. Dickinson's
statements concerning manual training in
the public schools.

GENERAL GARFIELD said before the National
Association at Washington: "I had rather
dwell six months in a tent with Mark Hopkins, and
live on bread and water, than to take a six-years'
course in the grandest brick and mortar university
on the continent." Dr. Hopkins was noted for his
clearness of statement, and evenness of temper. In
his work in the class-room he was humorous, and at
times witty. Recently when he was explaining to
his class that a person who can get knowledge by
intuition, instead of reasoning everything out has
more power than one who must go through the pro-
cess of reasoning, a member of the class asked him
whether women, who "jump at their conclusions,"
can be said to have more mental power than men,
who more generally go through the reasoning. The
Doctor looked smilingly at the questioner, and with-
out hesitation said: "Do you think they always
jump right?"

THE world is beginning to learn that Mr. Thring,
England, is right when he says that "knowl-
edge-hunting is one thing, and the seeing eye and
the active mind another." It is also learning that,
"to the majority, knowledge is administered like
physic to a dog—half shoved down his throat, and
then his mouth held, if you can do it for his biting,
till he has gulped it down; some, at all events, from
sheer inability to get rid of it." Too severe? Not
at all, for the worshipers at the Baal of FACT are in
a large majority, and are likely to be for some time.
Whether a fact be gold or dirt depends upon the
way it is got. Crammed down, *volens volens*, dirt;
got by personal work, gold. Take an illustration:
"Water is composed of hydrogen and oxygen; its
symbol is H₂O." What is known by the memorizer?
Nothing but words. Now, let him synthesize and
analyze, weigh and measure the O and the H he gets,
and the dry H₂O is his. He knows what it means.
It becomes a living thing, not a dry symbol of a
fact. A thousand other illustrations could be used.

But must all facts be learned in this way; nothing
be taken for granted? Must all knowledge be re-
discovered in the school-room? No one contends
that this is possible, but thousands do contend that
Pestalozzi uttered a fundamental truth when he
said: "That method of instruction is by far the best
that leads the pupil to investigate for himself." There
are thousands of things a pupil cannot learn
while in school; but there is one most essential
thing he can learn, and that is the habit of patient,
painstaking, careful, investigating, inferring, and
concluding. While the discipline of the memory
should occupy but a small portion of the time as-
signed to school work, the training of the reasoning
and observing faculties should fill the rest.

MARY LYON was a far-seeing, earnest, practical
woman. At the time of the starting of Mount
Holyoke Seminary, it was an innovation upon the
old ideas of woman's subservience to open a school
whose first principles were to encourage higher edu-
cation, and to place woman intellectually on an
equal footing with man, and prove that she could
combine all domestic duties with intellectual pur-
suits, and, while obtaining "book learning," grow
still more wise in household lore. But she proved
it, and her college has attained world-wide fame in
consequence. Fifty years ago she opened her
school, but what advancement has educational
thought made since that time!

MANUAL training is said to be a new invention
in education, but it is not. More than ninety-
six per cent. of the successful men in our cities came
from country homes where they had to work, and
work hard, too, year in and year out. This made

them. The young man who can't saw a board in
two in decent shape, will not succeed either in busi-
ness or a profession. His purely intellectual train-
ing has not fitted him to solve the trying problems
of life. When he meets hard-handed grocers, build-
ers, contractors, engineers, and manufacturers, he
will be out-generaled every time. This world is a
practical one, and the secret of the success of even
literary workers is found in the fact that they know
all about its practical details.

WHY are so many thousands from all European
countries flocking to our shores? The old hives
have been disturbed, and new swarms are building
their nests in our land. It is something more than
ordinary that impels men to leave the country
where their ancestors have lived for a thousand
years, and come across a three-thousand mile sea to
commence a new race, and a new life. They want
more freedom, better food, clothes, schools, and
churches. They want to better themselves and
their children, and they do it. Minneapolis is the
third largest Scandinavian city on earth, and these
people are better off every way in Minneapolis than
in Stockholm or Christiana. The United States is
called upon to educate the world within her own
boundaries. Preaching is a mighty power, but
teaching is a mightier. From the modern school,
with its manual labor appliances, goes out influ-
ences that is to make one the various forces disinte-
grating our nation. We shall live, and the school
shall be our life-giver.

TAINÉ, the great French historian, in his recent
review of Napoleon says:

"One result of his mental structure was that never
did he work on nothing. That is to-day our great danger.
For three centuries we have been losing more and more
the full and direct view of things. Under the constraint
of an education, stay-at-home, multiple, and prolonged,
we study, in place of objects, signs; instead of land, a
map; in place of animals engaged in the struggle for
life, nomenclatures, classifications, and, at best, the
lifeless specimens of the museum; instead of sentient
and acting men, statistics, history, literature, philoso-
phy; in brief, printed words, and, what is worse, ab-
stract words, becoming more abstract from one century
to another; more remote from experience, more diffi-
cult to understand, less manageable, and more mislead-
ing, particularly as to man and society."

We must remember that what Taine says is not
the fault of the teachers, but the system. Criticisms
of our public school work are frequently interpreted
as urged against those who are employed to carry
out a system of instruction adopted and supported
by a strong public sentiment. What can a teacher
do towards stemming this current. A few words of
dissatisfaction coming from her lips are taken as
certain evidence of unfitness for the place she occu-
pies. Teachers are far more ready for reform than
the people, who govern the schools they teach.

SPECIAL legislation is on the increase. A large
number of bills were introduced into the
last New York legislature that only related to
matters entirely personal, concerning which a state
legislative body has nothing to do. Our system of
government recognizes district, town, and city
organizations, each of which are subject to local
legislative action. For example, the school district
has rights that the legislature of a state has nothing
to do with. The same can be said of the county,
town, and city. Both the family and the school are
local legislative bodies, subject to laws made by its
head, of course amenable to the laws of the town or
city in which it is located, but still having certain
inalienable rights that must remain entirely its
own, and concerning which other higher legislative
bodies have nothing to do.

AN ARITHMETICAL REFORM.

As a sample of what logical puzzlers have been given in some schools, we print the following question recently assigned as a lesson in the Harris school, Boston:

"If 12 men in two months of four weeks each, working six days a week, 12 hours a day, can set the type for 12 books of 800 pages, each of 120 lines to a page, 20 words to a line, 10 letters to a word, in how many months, of 4½ weeks each, will seven boys, working 4 days a week, 16 hours a day, set the type for a book of 500 pages, each 150 lines to a page, 24 words to a line, 4½ letters to a word, each boy doing five-sevenths the work of a man."

Commenting on this, and other examples like it, General Walker said at a recent meeting of the Boston school board, that:

"It has been ascertained that there is hardly any study in which so much time can be wasted as in the study of arithmetic in the working out of logical puzzles. With all the hours now allowed for this study in our schools, the results have been largely unsatisfactory. Too long it has been the feeling in New England that for a scholar to obtain an education, there must be an agitation of the nerves, and a worrying of the brain of the young people. Torture is not exercise, exhaustion is not economy, but waste. The very difficult problems which are now given to pupils to perform, are only the outgrowths of past methods employed in giving an education to pupils. In average business there is nothing which comes so often into use as the ability to count, it is next to the frequency of the use of the knowledge of addition. The trouble to-day is that the study of arithmetic is made too much a study in logic."

It will be interesting to the profession generally to know what conclusions the Boston board has reached. For this purpose we print them entire, and it will be seen that they constitute a pretty thorough treatise on practical arithmetical work in all our schools:

1. Home lessons in arithmetic should be given out only in exceptional cases.
2. The mensuration of the trapezoid and of the trapezium, of the prism, pyramid, cone, and sphere; compound interest, cube root, and its applications: equation of payments, exchange, similar surfaces, metric system, compound proportion, and compound partnership, should not be included in the required course.
3. All exercises in fractions, commission, discount, and proportion, should be confined to small numbers, and to simple subjects and processes, the main purpose throughout being to secure thoroughness, accuracy, and a reasonable degree of facility in plain, ordinary ciphering.
4. In "practical problems," and in examples illustrative of arithmetical principles, all exercises are to be avoided in which a fairly intelligent and attentive child of the age concerned, would find any considerable difficulty in making the statement which is preliminary to the performance of the properly arithmetical operations.

When arithmetical work is put into the form of practical or illustrative problems, it must be for the purpose of interesting and aiding the child in the performance of the arithmetical operations, and with a view to their common utility.

5. In oral arithmetic, no racing should be permitted; but the dictation should be of moderate rapidity.

6. The average time devoted to arithmetic throughout the primary and grammar school course should be three and a half hours a week, and in the third primary grade not more than two hours, and in the first and second primary grades, not more than three and a half hours each per week.

And also all examinations for promotion from primary to grammar schools, should be as simple as possible, and strictly confined within the limits of an hour in each subject.

General Walker states that there are nine topics usually taught which can be dispensed with. They are compound interest, compound proportion, compound partnership, exchange, equation of payments, cube root, similar surfaces, mensuration of the sphere, trapezoid, etc., and the metric system.

It is a significant fact that General Walker received letters from many influential educators, indorsing the proposed reform he so earnestly advocated, showing that what has been done in Boston is not a local movement, but the result of a wide-spread conviction all over the country. The truth is, that since the Quincy departure, under the leadership of Charles Francis Adams and Col. Parker, no reform more important has been inaugurated.

THE *Pacific Educational Journal* thinks that "our day will pass into history as the age of image breakers." This remark is made in connection with a notice of Gen. Walker's attack on the arithmetical course of study in Boston. It predicts that the grammar fetish must go; the arithmetic idol, venerable with antiquity and bedecked with the adulations of generations of worshippers, must be shorn of its fair proportions, and relegated to a more subordinate place in the temple of learning. There are many who are ready to admit that our Pacific friend is a genuine prophet. The time he predicts is certain to come.

THE state temperance text-book committee of Minnesota have selected the following books to be used in the schools of that state: Dr. Smith's "Primer of Physiology and Hygiene," for the lower grades, to accompany and

follow oral instruction; Dr. Brown's "Eclectic Guide to Health," for intermediate and higher grades; Dr. Hutchinson's "Physiology and Hygiene" (revised edition) for higher grades.

THE schools of Brooklyn have introduced paper-cutting in connection with the drawing course, and show some remarkably pretty results in that line. A good joke is told by one of the teachers, who zealously took up this work in a primary school. Having taught the square, she requested her pupils to bring in squares cut from paper the next day, as a home exercise. They showered upon her the following morning in surprising array of colors, and accuracy of dimensions. After applying measurement until she grew tired of looking for an imperfect square, she expressed her surprise at the remarkable success of her young form-cutters in their first attempt, and remarked: "I don't see, children, how you got your squares so perfect."

One of the most enthusiastic of her pupils exclaimed in reply, "Teacher, you can get fourteen for a cent!" It was pin-wheel paper.

A CORRESPONDENT writes us from Louisiana: "The present state government has destroyed the work of the Peabody educational fund, as it existed in rural Louisiana in 1879, and in New Orleans in 1882. The Peabody Normal Seminary has in consequence been closed, and the local agent of the Peabody fund has had to sacrifice everything he owned but his family tomb." All this for gratuitously serving the state of Louisiana for twelve years. Certainly the outlook is rather dismal for the local agent, aside from the other discouraging features of the action of the government.

IN the volume of the *JOURNAL*, just closed with this number, there have been *forty-eight* more pages than we promised. Our usual number of pages is sixteen, which will frequently be increased as occasion demands. We are hoping to reach the time when we can increase the quantity of material we give our readers.

THE pages of the *JOURNAL* this week are enlivened by the announcements of the leading publishers, and we invite careful attention to what they have to say. It is largely owing to their liberality that the *JOURNAL* is able to publish so extensive a number as is issued this week.

COL. Parker writes us that a large number of teachers have applied to him for admission to his Summer School at Normal Park, Ill.

THE official program of the New York State Teachers' Association is published and can be obtained by addressing the president, Prof. George Griffith, New Paltz, New York. This will give full information as to railroad rates, boarding, excursions, etc. The round trip fare to Elizabethtown from Albany is \$4.10; from other points, equally low.

TWO INSTITUTES AND A TRAINING SCHOOL.

It would be a great privilege if on the wings of the wind, or astride a bolt of lightning we could be carried to some of the excellent schools and institutes in the West or South, but the swiftest means of locomotion can only enable us to visit places near our office.

THE WESTCHESTER COUNTY INSTITUTE, N. Y.

On a recent Friday afternoon, we found ourselves looking into the faces of three hundred Westchester county teachers. An institute was just closing, and conductors Barnes and Albro were making their final speeches. Commissioners Sanford, Lockwood, and Littel, were on hand as they had been during the entire week, and although there seemed to be anxiety on the part of some teachers to close the work, yet it was evident there had been great interest, and that much benefit had been received. There are few larger or more intelligent bodies of teachers than in this county.

QUEENS COUNTY INSTITUTE, N. Y.

Under the leadership of Conductor H. R. Sanford, the institute in this county this year has been more than usually profitable. Commissioners Allen and Curley are using all their efforts to advance the educational interests of the schools under their care. A course of lectures has been delivered on mental science before the county association, and many teachers are studying the

philosophy of education with special application to the present needs of the schools. The institute was held in the high school building, and Supt. Ballard gave us a glimpse of a good commencement of a manual training work-shop.

THE TRAINING SCHOOL, NEW HAVEN.

We ran away for a day to see the closing work of this school. As our readers have been told, this school is just what its name implies, not an academy, but a two years *practice* school, under the guidance of experienced teachers. The pupils enter prepared in knowledge, and here they get criticism and work in abundance. There was teaching all the forenoon, in the rooms of the building, by twenty members of the graduating class. Among the subjects of lessons and exercises were: Word Lessons, Number, Reading, Calisthenics, Language, Phonics, Geography, Color, History, Character Study, Grammar, Map Drawing, and Arithmetic. The subjects of the four graduating essays were: "Moral Training in Schools," "Language in Primary Grades," "The Kindergarten in Primary Schools," and "School Management." These are sensible topics and they were sensibly treated.

Concerning quality of work in this school, there can be but one opinion. It is *excellent*. Supt. James McAllister, of Philadelphia, who inspected the work done, and who is well known to be a thorough critic, as well as an impartial judge, said of what he saw, that the work, both as regards manner and matter, was first-rate. If any one wants to see good educational methods in action, go to New Haven. The lecture of Supt. McAllister on "The Method and Aims of Public Education," was clear cut and philosophical. Among the good things he said were the following:

"All methods should be based upon nature; that is, upon a broad knowledge of a child, mentally, morally, and physically. For years our education consisted largely of words. Only during the past quarter of a century has the great principle, that the human mind can be educated only by being brought into contact with things, been recognized. Therefore the very first step should be the training of the perceptive power in the child."

"But a trouble has been that the teacher stops short with training the perceptive faculties. The powers thus cultivated are of value only as a basis upon which to train the child to think."

"A gentleman who has been connected prominently with educational matters, recently told me that it is impossible to teach a child of less than ten years to think, and that the memory is the faculty which should be developed; but I say to you that if you put the material things into the child's hands he will think in spite of you. But it won't do to stop here. No matter how clearly and how fully the child perceives; no matter how logically he thinks, his knowledge is useless unless he can express his knowledge to others. He does not think clearly until he expresses clearly. He may express himself in three ways. He may make a model of the thing, which is usually the first step. Next he may express it graphically by means of a drawing. The third step is to express his thought in words, to give an adequate definition of the thing which he has heretofore perceived and cogitated upon."

"The greatest educator in history was the German Froebel. He it was who first sounded the depths of the childish mind, and realized its vast possibilities. He grasped the means by which the mental book should be opened, and applied them to the principles of education. I believe that the kindergarten system will become the corner-stone of our common schools."

The Hon. Charles D. Hine, secretary of the state board of education, made an address to the graduates, which was full of solid thought and good counsels. We are sorry our space prevents us from giving it in full to our readers. Supt. Dutton is doing a work in New Haven, which is highly appreciated by all classes in the community. Principal James D. Whittemore, of the high school, said at the close of Mr. McAllister's lecture: "I desire to go on record, as an earnest supporter of the Welch training-school. If I had my voice in the finances of the city, I would use every effort to increase the appropriation for the school."

Among the New Haven principals present were Messrs. Camp, Fifield, French, Whittemore, Hurd, and Lewis. From abroad we saw Supt. H. M. Harrington, of Bridgeport, and Principal D. F. Carroll, of the state normal school, New Britain, whose closing exercises take place this week. We incidentally heard that Principal Jno. R. French was a candidate for membership of the corporation of Yale College, an honor well deserved.

EDITORIAL.



GEORGE HOWLAND.

George Howland was born at Conway, Franklin Co., Mass. He is a direct descendent of John Howland, one of the pilgrims who came over in the Mayflower. His early education was received in a common school; and he was prepared for college in Williston Seminary, Easthampton, Mass. In 1850 he was graduated at Amherst College.

During his college course he taught every winter except the senior year. For his first efforts in teaching he received a salary of \$11 a month and "boarded round." After graduating he taught in private academies for a short time, and then went to Amherst as tutor. He filled this position for three years, when he was called to that of instructor in Latin, French, and German in the same institution.

In December, 1857, he arrived in Chicago, and the next year was appointed assistant teacher in the high school. In 1860 he was appointed principal of the high school, and in 1880 was elected superintendent of the public schools, with a salary of \$3,600, which has since been increased to \$4,200. In 1879 he was elected trustee of Amherst College by the alumni; and in 1884 was re-elected. In 1881 he was appointed by the governor of Illinois, a member of the Illinois State Board of Education, and in 1883 was appointed president of the same body, and in 1885 was re-elected.

His methods of teaching and discipline are advanced and liberal. He advocates strongly the system which directs the attention of the pupil, first to the combination of the separate elements of a subject before presenting any part of it. In discipline he forbids corporal punishment, believing it to be unwholesome and barbarous; besides destroying the sympathy between teacher and pupil.

If a visitor will proceed from one school to another in Chicago (which number in all seventy-eight), he cannot fail to note the uniform respectful manner of the pupils; the thorough instruction in the class conducted by the teacher, and the careful supervision of the principal. It occurs at once to the observer that the superintendent who has charge of these educational institutions must be possessed of uncommon ability. And so he has. Supt. Howland's life has been devoted to education. He has been fitted by nature and by education for the important position he holds, and administers the duties of his office with a rare intelligence and justice.

Dr. McGLYNN recently said: "The pretence that I was suspended because I spoke in Chickering Hall, and rode with Henry George on election day is nonsense. The causes of my suspension have been cumulative, and have been occurring for many years. My opposition to the establishment of Catholic parochial schools, and my championship of the public school system put me in bad odor with the Archbishop's court, a quarter of a century ago. When, after Peter B. Sweeny caused a clause in a bill to be smuggled through the legislature by which in one year more than \$200,000 was given out of the excise receipts to the Catholic Protector, I advocated the adoption of a constitutional amendment forbidding the giving of public money to any institutions not controlled by the public authorities, I excited the bitter enmity of the clique which controlled the Catholic church here."

SUMMER SCHOOLS.

- Amherst Summer School, July 6-9.
 Asbury Park Seaside School of Pedagogy, July 18-August 5.
 Batchellor's Tonic Sol-fa Institute, Philadelphia, Pa., June 22-July 12.
 Blackboard School, Cedar Falls, Ia., July 5-26.
 Chautauqua College of Liberal Arts, N. Y., commencing July 9.
 Curry's School of Expression, Saratoga Springs, N. Y.
 Glens Falls Training School, N. Y., August 1-26.
 Hamill's School of Elocution, Chicago, Ill., June 1-July 18.
 Haupt's German School, Boston.
 Kindergarten, Mountain Lake Park, W. Va., July 12-August 30.
 Manual Training School, St. Louis, June 20 (six or eight weeks).
 Martha's Vineyard Summer School, July 11, five weeks.
 Missouri Teachers' Summer Academy, Sweet Springs, June 24-31.
 Monroe College of Oratory, Boston, July 12-August 13.
 National School of Elocution and Oratory, Ann Arbor, July 5-August 13.
 National Summer School of Methods, Saratoga Springs, July 18-August 5.
 Niagara Falls Summer School of Methods, July 18-August 5.
 North Carolina Teachers' Assembly, Morehead City, June 14-29.
 Summer Review Term of the Michigan Normal College, Flint, July 5, eight weeks.
 Normal and Business College, Fremont, Nebraska, July 5-Aug. 13.
 Northwestern Summer School, Normal Park, July 18, three weeks.
 Round Lake Summer School, July 11-August 6.
 Sauveur Summer School of Languages, Oswego, N. Y., July 11-August 19.
 Seward's Tonic Sol-fa Institute, Fredonia, July 6-21.
 Summer Course of the Physical Training School, Harvard University.
 Straub's American Normal Musical Institute, Charleston, Ill., July 11, four weeks.
 Summer Courses in Chemistry, at Harvard University, July 11, continuing six weeks.
 Summer School, Holton, Kansas, June 7-August 2.
 Summer School of Philosophy, Concord, Mass., commencing July 13.
 Summer School, of Pedagogy, Ann Arbor, Mich., August 8-20.
 Stern's Summer School of Language, Saratoga Springs, July 11-August 12.
 Peabody Institute, Atlanta, Ga., July 18, four weeks.

THE PROVINCE OF THE PUBLIC SCHOOLS.

AN ABSTRACT.

BY THE HON. J. W. DICKINSON, SEC. STATE BOARD OF EDUCATION, MASS.

There is, doubtless, a wide difference of opinion among educators concerning the ends which the public schools should labor to attain. Some affirm that the public schools have failed to accomplish their purpose unless they have prepared the children for their special places in life, or have trained them in some of the special applications of their active power.

Others, believing that in the general education of every child he should be considered an end unto himself, rather than an instrument for the production of some end outside himself, would direct him to those exercises which have a tendency to produce a symmetrical development of all his faculties. This, they think, is the legitimate work of the public schools, and the direct end to be sought in all disciplinary study.

In the first case, the educator would direct his attention to the communication of knowledge, and to training his pupil in some of the occupations of life.

In the second case, his mind is fixed on what he can lead his pupil to become.

On account of the existence of these two opinions, and of the two plans of instruction that grow out of them, we hear much on the one hand of the advantages of practical knowledge, and on the other, of the value of a symmetrical development of the mind.

It seems necessary, therefore, for those who have anything to do in forming public opinion on educational methods, to determine what the public schools of the

country should attempt to accomplish for their pupils.

This appears the more necessary when we become aware that a choice of ends to be secured by school-life, will determine what subjects of study or occupations shall become the occasions of public school exercises.

If it is the function of the public school to prepare the children for some special mode of gaining a living, those exercises may be introduced which will train them to some special employment. This would graft upon our common school work the professional and industrial elements, and the schools would be no longer common schools.

But no system of public schools can be maintained for private utility alone.

All social institutions must be founded on the idea of promoting public utility, and in the administration of the system, the public good must not be sacrificed for private ends. It is because there is a human education which should precede the attempt to acquire special professional or industrial skill, and which will have a tendency to elevate the individual above the narrowing effects of any profession, or trade, or occupation, and bring him to his special work with a trained mind, a strong will, and a manly spirit, that we may establish public educational institutions—to be supported by a general tax, and may gather all the children into them for a common course of study. This sort of human training is what John Stuart Mill says every generation owes to the next, as that on which its civilization and worth will principally depend. It should be the ultimate end of public instruction to so direct the attention of the learners to themselves as individuals, and to their relations to one another as social beings, and members of the state, that they will become true men, intelligent, loyal, and virtuous in all the relations of private and public life. If this solid foundation can be established, men will turn to their trades as branches of intelligence, and not as mere trades, and they will pursue them with a conscientious regard for the highest good of all with whom they hold any relations.

The spirit which the individual brings from the public school to his special work, is of more importance than that sort of special skill which the public school will ever be able to communicate; for this spirit will determine the use he will make of his skill after it is acquired. Mill says that if we can succeed in the disciplinary schools in making sensible men, they will be sure to make of themselves sensible laborers in the pursuit of whatever occupation they may choose. After the disciplinary studies have been taken, then the professional, technical, and industrial schools should open their doors and offer, to all who desire to enter, the advantages of special education.

A philosophical system of education, then, should provide for a general cultivation of the individual, as a human being, before the activities are turned into an unnatural channel by the pursuit of any trade or profession.

But the idea of introducing into the public school any exercises that have for their immediate end to train the children for special places, has been quite generally abandoned, and for two reasons. 1. It has been discovered that a citizen of a free state has no special place for which he is to be prepared, and to which he is to be assigned. The place that he is to fill is to be determined, not by the accidents of birth, of race, or of wealth, but by the qualities of his mind and the use he makes of his power. The children, as they enter the public schools, do not bring with them the facts from which the teachers may infer what special instruction the future of each one will require. 2. There is a growing sentiment in favor of directing public instruction towards that general development of the individual which will make a man of him, and in accomplishing this end, fit him to enter with intelligence upon any service to which his capacities and his inclinations may finally lead him: It seems now to be generally admitted that any system of public instruction that does not make human development, with all that is implied in it, an end, is false in theory, and a failure in practice. To justify the support of a system of public schools by a general tax, there must be some common end which they are adapted to accomplish, and which is necessary for the well-being of the people considered to be citizens of the state. This is the only solid ground upon which the public school may rest. "Any attempt whatever to sacrifice the general training now attempted to be secured in the public school, will bring disaster on the cause of popular education."

A distinguished authority says: "The fundamental idea of our theory of mental education, is, as I think, that of the superiority of man to his uses. Our primal

thought has been to develop the individual man soundly and fully in himself. The service which he does for the world is the natural outgrowth of what he is. This is the language of experience and philosophy. It directs our own attention to other means than the workshop for a proper modification of the work now done in the public schools.

WHY AND HOW.

BY ASSISTANT Supt. N. A. CALKINS, NEW YORK CITY.

We teach the pupils of the lowest classes in the primary schools to read, to spell, to write, to draw, to form numbers, to distinguish shapes, colors, sounds, etc. Why do you teach these? How do you teach them? Do you teach that the pupils may have something to recite? Are your lessons chiefly memory exercises?

These questions, *Why?* and *How?* are so closely related that the answer to one determines, in a great measure, the answer to the other. Children come to school with their powers of learning but partially developed—able to see, to hear, and to tell, but not able to see distinctly and definitely, to hear accurately and intelligently, or to tell or represent readily and correctly. They come to be trained in using all these powers of gaining knowledge so as to secure their best development and the most useful results in education. What, then, is the teacher's duty? Should she say to herself: "I must teach so much reading, number," etc., or should she say: "I must train these children to see, to hear, and to represent distinctly, accurately, and readily"? If the latter, it follows that the *how*, in teaching, must keep in view the proposed development and training of the child's powers, and use the several subjects of the prescribed course as instruments in securing the best ends of education. The mind-training through the senses, by the use of the different subjects of instruction, is the surest way of imparting to the child a practical knowledge of the subjects themselves. It is a building-up process that leads to permanent results.

If, on the contrary, the answer to "Why we teach," be that the pupil may learn to recite something about the several subjects embraced in the course of instruction—chiefly through memory exercises—then the results of the work will be generally unsatisfactory in the end. That which we attempt to teach will not stay with the pupil, because it does not become a part of the growth of the mind. In view of these conditions and statements, what should be the work of teachers of young pupils? Why should you teach? How should you teach?

Following these thoughts, let us examine some of the means by which pupils in the lowest class of a public school may be trained to see more clearly, to hear more accurately, to use the sense of touch more intelligently, to respond more quickly, to think more truly.

Draw upon the blackboard certain lines and figures, numbering each. Ask who among the pupils can see all or a part of what you see. Enumerate, thus: I see a straight line, No. 1; a curved line, No. 2; a square corner, No. 3; a sharp corner, No. 4; a blunt corner, No. 5. If a pupil volunteers, "I see No. 2, a curved line," object, saying, that he should see the line itself first, and then the number that tells where to look for it. After the pupils have learned to see, teach them to reproduce the lines, corners, etc., on their slates. As each strives to put the thought he has gathered into visible form, his powers of expression receive culture.

Continuing the same line of training, lead the children to see how many square, sharp, and blunt corners, and how many straight and curved lines there are in various plane and solid figures. Add other lines to the figures and let them again count the corners and tell what kind they are. This is good sight-training.

Do not encourage the mistaken opinion that, in order to meet the demands of the grade, you must teach by definitions. There is nothing farther from the intention of your superintendents than that you should teach words before things. The names of these elements of form may be taught incidentally, after the children have learned to use their eyes in distinguishing them.

Taking up the forms, the natural order of tuition is to let the pupil handle them, and discover for himself, by fitting paper forms to their faces, how many each has, and of what shape. When he has learned by experiment that he must have six equal squares to cover the cube, let him express this result and thus begin to describe and define.

To teach pupils to distinguish and match colors, the most useful part of color-training, distribute papers of

different colors. Hold up a color, and request all having that color to show it. This is individual teaching and class teaching at the same time. Call upon one pupil to collect all the reds, another all the blues, etc., thus continuing the teaching during the collection.

To train the sense of hearing, produce various ringing sounds, as by tapping with a pencil, first upon a glass, then upon a bell, and ask if there is any difference between the sounds. Pronounce a given vowel, say the first sound of "a," and then another. Call for the reproduction of the first—and then of the second. Require the class to pronounce each twice, so that the slower pupils may have at least a part of the exercise. Call attention to the difference between certain sounds produced without voice and their vocalized relatives, as p, in which the closed lips are merely separated by an impulse of the breath; and b, in which tone is added to that process; k, in which the tongue is forced away from the roof of the mouth by the forcible expulsion of the breath; and g, in which voice plays a part; t and d, produced in a similar manner, but farther forward in the mouth; f and v, produced by meeting the upper teeth and the lower lip and blowing gently between them; the whispered and the vocalized sounds made by placing the tip of the tongue to the upper teeth and expelling breath, or voice. The sounds that offer the most difficulty to the teacher are b, d, and g. Tell the pupil to try to say "bee," but to keep the lips closed. This will produce the initial sound of the word. Try to say "dee," but do not allow the tongue to leave the roof of the mouth. This will give the pure sound of d. A similar use of the word "go" will yield the sound of g.

Why do we teach reading? That the eye may supplement the ear in gathering of the thoughts of others. To teach a word that symbolizes a thing, a thought, or an act, we must repeatedly associate the idea with the symbol. Written or printed, like spoken words, should be first presented as wholes and taught objectively. Phonetic analysis should come after. Teach the children to read in short phrases, such as, my cat, his top, her doll, my new sled. You will find, in long sentences, that, while a few pupils are reading with the eye, the rest of the class are learning the sentence by ear. Change a phrase, and compel a renewed effort of the eye. Change again as often as is necessary to prevent the rote reading that will surely result from a prolonged repetition of the same sentences. Practice upon the phrases in the sentence separately. Sometimes, in writing or printing the sentences, set the phrases apart, thus:

See the book
on the desk.

When children weary of the reading lesson, introduce action by means of silent commands, given with the chalk, as: *Stand up. Sit down. Open the door. Close the door. Get your hat. Come to me. Hands up. Hands down.* With several of these orders written on the board, cultivate alertness by pointing sometimes to the same one twice in succession.

Let the little children lead you. Nothing is so well taught as that for which a demand pre-exists in the pupil's mind. The opportunity of the teacher, therefore, is in a moment when a child asks what or why is this? Your true work is to prompt, then satisfy this desire for information.

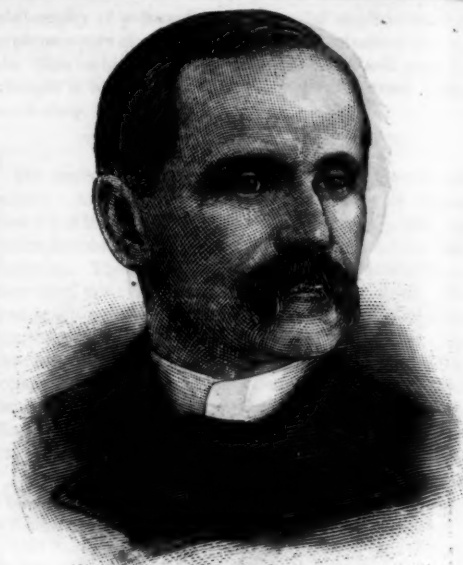
* From a lecture given before the Sixth Primary Teachers' Association, Brooklyn, May 20. Reported by Miss E. E. Kenyon.

STATE TEACHERS' ASSOCIATIONS.

Arkansas, Lonoke, June 22-24.
Kentucky, Louisville, July 7, 8 and 9.
Kentucky, Lexington, July 10, 12 and 13. (Colored).
Maryland, Old Point, Va., July 5-8.
Maryland, Baltimore, June 21-23. (Colored).
Missouri, Sweet Springs, June 21-23.
New York, Elizabethtown, July 6-8.
Ohio, Akron, June 28-30.
Pennsylvania, Clearfield, July 5-7.
South Carolina, Columbia, July 5.
Texas, Dallas, June 28-30.
Texas, Dallas, June 21-23. (Colored).
Tennessee, Riceville, June 20-25.
Vermont, Burlington, July 5-8—American Institute of Instruction.
West Virginia, Charleston, July 5-7.
Wyoming, Laramie City, August 29.

MEMBERS of the Glens Falls Summer School will be able to purchase tickets at reduced rates.

THE prospects of the Asbury Park Summer School are good. Edwin Shepard, Newark, N. J., is Manager.



THOMAS M. BALLIET.

Thomas M. Balliet was born near Mauch Chunk, Pa., in 1852. He received his early education in the public schools, and prepared for college in one of the Pennsylvania normal schools, taking in addition the professional course. He entered Franklin and Marshall College, Lancaster, Pa., and graduated in 1876 with the highest honors of his class, and with one of the highest grades ever made at the college. For one year after graduating he was principal of the high school and superintendent of schools at Bellefonte, Pa.; then he resumed his studies, entering the Divinity School at Yale College, New Haven. Here, aside from his theological studies, he made a special study of Semitic Philology, giving also considerable attention to the Hebrew, the Arabic, and the Syriac languages.

It was never his intention to enter the ministry practically, and after finishing his theological studies, he accepted the position of professor of Latin and Greek in the Keystone state normal school. This he held for two and a-half years, when he was elected superintendent of schools in Carbon county. While holding this position he began lecturing at institutes and other educational gatherings. His ability was soon recognized. In a short time he received four times as many calls as he could fill, receiving invitations one year from forty-five of the sixty-six counties. After resigning the superintendency of Carbon county, he was connected with the Cook county normal school, Ill., for a short time, devoting part of his time to teaching and part to lecturing at institutes in different states.

In the summer of 1885, Prof. Balliet commenced his work at Reading, where he is laboring at the present time.

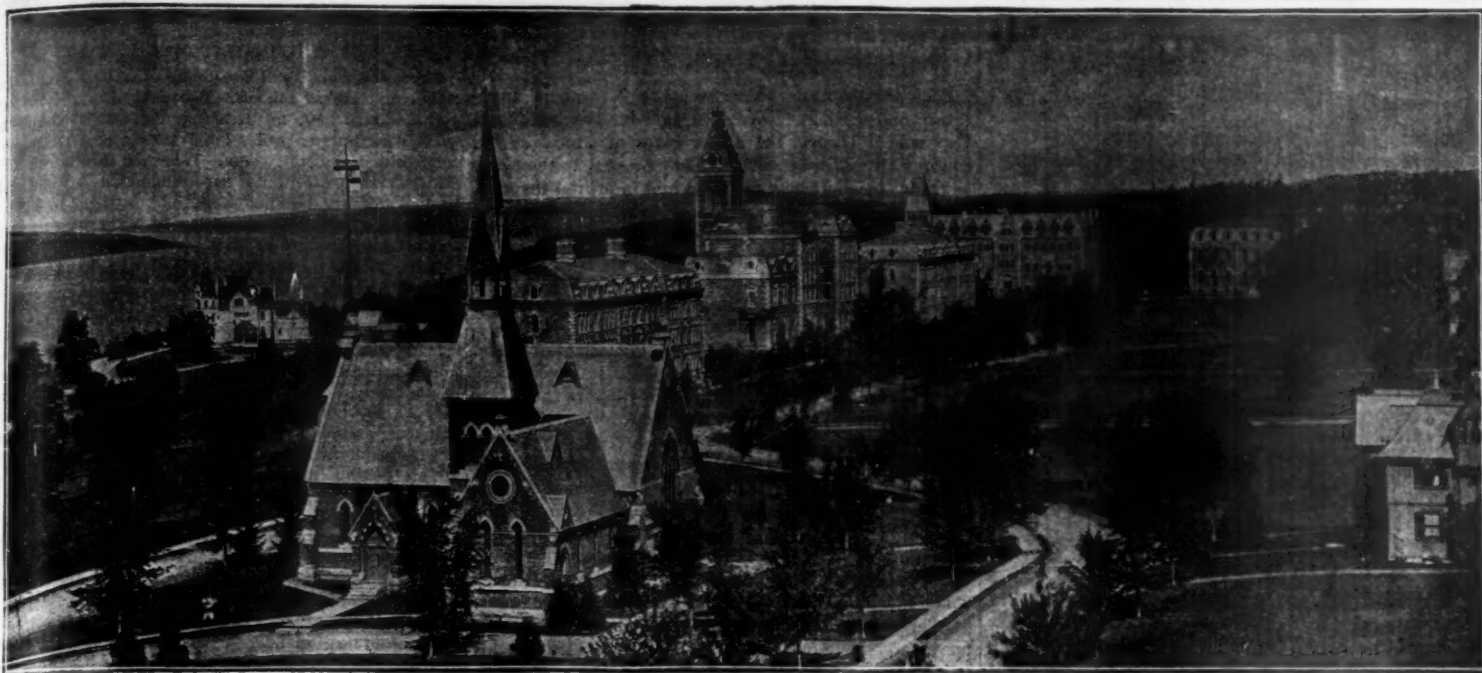
Pennsylvania, Indiana, Illinois, Iowa, New Jersey, and Delaware are among the states that boast of work done by him within their limits. This summer he will lecture on psychology at the Saratoga Summer School of Methods, a position that he has held for two seasons preceding.

Philosophical studies, especially ethics and psychology, have always been favorite studies of his, and while at college he made a specialty of them. Now they form the basis of his educational work, and characterize Prof. Balliet as one of the most progressive of the representative educators of the country.

"AMONG and with all the other good things, is an editorial on first page of Vol. XX XIII, No. 34, June 11, 1887, of the SCHOOL JOURNAL, that pleases me so much, I wish to thank you for it. It has reference to teaching morals in schools: 'When work begins, then practical religion begins.' 'We want everything great and good in the school-room, but we do not want it assigned as a morning exercise.' Sermons to children, good for anything, are almost as rare as orange trees in Manitoba. Let us have living, walking, talking, loving, Christian actions in school-teachers, and ALL ELSE WILL TAKE CARE OF ITSELF."

This should be in emblazoned letters on the walls of every school-room."

Supt. J. FAIRBANKS.
Springfield, Mo.



CORNELL UNIVERSITY.

Few institutions of learning in this or in any other country have had so rapid and at the same time so substantial a growth as Cornell University. Founded under the Morrill Grant of 1862, its doors were first opened for the reception of students in October, 1868. It was the pioneer in many new educational movements, and from the first attracted a large body of earnest students. Under wise and careful management its funds were greatly augmented, and the liberality of generous benefactors added still further to its resources. The result has been that in less than twenty years from the day on which the doors of the University were first opened it possesses what is probably the most beautiful college campus in the country, on which stand some fifteen large buildings devoted entirely to the uses of the University. Its material equipment in the way of apparatus, museums, etc., is unexcelled; and the number of students in the colleges, for the University as yet has had no professional schools, is shown by the latest register to be 830. The resident faculty numbers about 100, and the list of instructors is still further increased by some thirty non resident lecturers.

It is impossible, in the space of this article, to enter into any detailed description of this great institution. As has already been stated, its location is one of the finest possessed by any college in the country. From a commanding site on a high hill near the village of Ithaca, N. Y., it overlooks for some twenty miles Cayuga Lake on the north, and for scarcely a less distance the view stretches away in a beautiful winding valley to the south, while the pretty village of Ithaca lies in a cup-shaped depression at the foot of the hill. The campus is bounded north and south by deep and precipitous ravines, in which are numerous picturesque waterfalls, some of which arise to the dignity of real grandeur. The surroundings are all calculated to stimulate and cultivate a love of the beautiful in nature, while at the same time an interesting geological formation, and an exceedingly rich flora afford unusual facilities for the study of natural history.

Founded under the provisions of an act which made it the first duty of the University to provide for instruction in studies related to agriculture and the mechanic arts, and military tactics, without neglecting other departments of learning, the University has faithfully observed the provisions of its charter. The equipment of the department of agriculture includes two large barns, a dairy house, museums, laboratories, and lecture rooms, and an experimental farm of some two hundred acres. An experiment station has been in operation for some years, and is to be greatly enlarged by virtue of the grant made by the last congress. In the department of mechanic arts the Sibley College of Cornell University is widely known as one of the foremost technical schools in the land. The instruction in military science is under the direction of an officer of the U. S. army detailed for the purpose, and all students are required to drill in the freshman and sophomore years.

But the University was to do more than this. The

charter gave it full power to develop all the departments that go to make up a true University, and we find, therefore, a great school of civil as well as of mechanical engineering, the graduates of which are already filling many positions of responsibility; a school of architecture, the largest in this country, and excellent general courses in Arts, one in Philosophy, one in Science, and one in Letters. In these general courses the students are held to a certain amount of required work in the first two years, and in the last two years of the course are given perfect freedom of election. In this way many of the objections to the so-called elective system are obviated, and the essential advantages retained. The classical languages and literatures receive a great deal of attention, three professors and one instructor devoting their entire time to the teaching of Latin and Greek. Within the last year a course in Pedagogy has been established, designed to give special preparation to those who are looking forward to the profession of teaching. It is so arranged that it can be taken in connection with one of the regular courses and at the completion of the course the student receives a special certificate.

During the past year a department of Law has been established at the University, and will be open for the reception of students in September, 1887. A department of Pharmacy will also be opened at the same time. The courses in both of these departments will be very thorough, and the instruction will be of the best.

The University library now numbers about 100,000 volumes exclusive of pamphlets. It has been brought together with especial reference to the needs of students, and offers unusual advantages for original research. Especial facilities are afforded to graduate students, and eight fellowships are granted annually to graduates who desire to pursue advanced work.

By the charter of the University 512 students from the state of New York are entitled annually to free tuition. The charge for tuition to others is \$75 a year. The University itself offers annually eight scholarships of the value of \$800 each for competition to the members of the entering class.

The prospects of the University were never brighter than they are now, and it is undoubtedly destined to play an important part in the development of higher education in America.

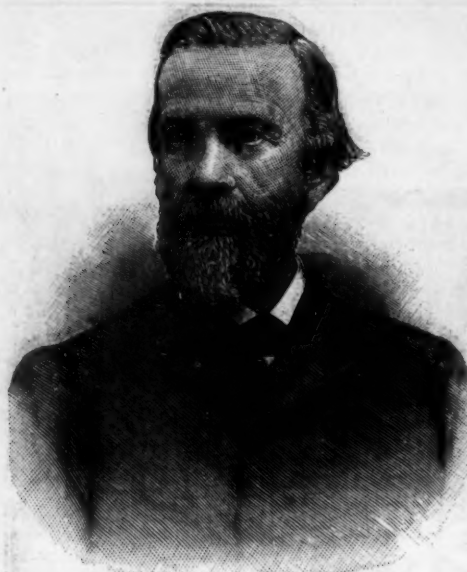
DR. JOHN E. BRADLEY, well known in the East, and now superintendent of the Minneapolis schools, delivered the address before the St. Cloud, Minn., alumni association. He stated in his opening remarks that, "of all the normal schools in the country, this one has the honor of having the most extended and the most thorough course in methods." The class of 1887 numbers thirty-one members, many of whom are already engaged as teachers. This school is ripening with age. President Gray and his faculty may well be proud of the eminent success attending their labors.

THE hardest teacher to suit is the one who takes no educational paper, because he can't find one that suits him.

THE TEACHER'S WORK IN REGENERATING THE WORLD.

BY REV. DR. C. H. PARKHURST, NEW YORK.

When we have said all that we can about our churches and our homes, we must not forget the wide scope of opportunity that pertains to our schools and the men and women that teach in them. Certainly the office of the teacher is not accorded the position of dignity that is its due, nor from governess to college instructor, is there recognized the large possibilities that attach to daily contact between teacher and taught. The teacher is the architect of character, first of all. He works at the base line of his or her pupils' eternity. The school has an endless reach. It is the gate of heaven or the gate of hell, according as its presiding genius is an angel of light or not. I doubt if any class of workers, linked so clearly as they with the future weal of individuals and of society, is either so slightly regarded, or so miserably recompensed. The school connects closely with adult life and with the throne of judgment, for it is the factory in which soul-tissue is woven. The looms stand all about us, and long webs of destiny are slowly forming under the shuttle. Tendencies are fostered there that reappear in the full strength of governing impulses in the adult, and the alphabet of coarse utilitarianism once acquired by the child becomes the means by which only a little farther along he spells out to his own heart the doctrine that a man's life consisteth in the abundance of the things of which he possesseth. A parent comes to me as a teacher and says to me that he designs his boy to be a merchant, and desires to have him taught only such things and in such a way as will contribute most immediately to his mercantile success; which means that the discipline to be won and the truths to be acquired in the winning of it are worth simply the hard cash into which they can be ultimately converted. The boy understands it or at least is drawn into the drift of it, and the potency of damnation is in it, for it puts the boy upon policy that everything on the ground, in the sea, and in the air, seen and unseen, tangible or immaterial, is to be trained into relation with the money-bill, and that means hell. Wise with a better wisdom is the parent who comes to the instructor and says to him: "I am not particular *what* you teach my boy; but, dear sir, life is before the lad; and then there is the life yonder. I am not so particular *what* you teach him, only my good sir, do help the dear fellow to become a man. Then if prosperity comes it will not overpower him but will rather bless him; if adversity befalls it will not crush him. In his self-sufficiency he will be equal to any emergency; strong in God's might, wise in the truth that never becomes obsolete, rich in the sympathies that are current in the skies, he at least will be a success whatever his environment; and such success now will easily mount up into grander, broader success then; and such stewardship over a few things here readily conducts to rulership over many things there.



HENRY L. BOLTWOOD.

Henry L. Boltwood, principal of Evanston, Ill., high school, was born in Amherst, Mass., in 1831. He was the oldest son of a farmer, who was in humble circumstances, and in poor health. Consequently his efforts for an education involved no little sacrifice and self-denial on the part of both father and son. He worked his way through college, largely by his own labor, teaching school every winter, and farming, gardening, and sawing wood at other times to pay his way. He graduated with honor in 1853, and took up teaching with the idea of earning means for a theological course. His success as a teacher induced him to change his plan and to adopt teaching as his life-work.

He taught in academies in Limerick, Me., Pembroke, and Derry, N. H., and in 1862, succeeded W. J. Rolfe as principal of the high school in Lawrence, Mass.

In 1863 he went into business as a chemist in New York, but soon entered the service of the United States Sanitary Commission, in the Gulf Department, where he remained till the close of the war. Through an army acquaintance, Mr. Boltwood was induced to come to Illinois, where he commenced work in 1865, as principal of the schools in Griggsville. Here he was successful enough soon to have large fields open to him, and in 1867 he was called to organize the first township high school in Illinois, at Princeton, Bureau county. With a liberal board, and an appreciative community to back him, he made this school so marked a success that it was widely known for the sound scholarship and earnest spirit of its pupils. He remained in this school eleven years, and then organized a similar school at Ottawa, in a very different community from his former town, but where his success was no less marked, though different in kind.

In Ottawa the required work was to convert a people largely foreign to a firm belief in the value of a high school education. This was done. After five years spent in Ottawa, he was called to organize a third township high school at Evanston, Cook county, where he is now engaged. Of the six township high schools now existing in Illinois, Mr. Boltwood has organized three.

He has been active in all educational work. He is widely known as an institute worker, both in Illinois and Iowa, and is always on hand at the state teachers' associations, and often takes a prominent part. He is recognized as an authority in his favorite studies of language, history, and literature, though he is a general student, and is somewhat prominent among the botanists of the state. He is a persistent and varied reader, and has a very retentive memory. His success with his pupils, both in school and in institutes, is largely due to his faculty for inspiring the enthusiasm of work for high aims. He is not a theorist, but a practical, hard-working man, who can do his work better than he can theorize upon it.

He has published an English grammar which was too radical to be a great success. He also aided in the preparation of the Student's Readers, and has recently published a Topical Outline of General History, which is received with great favor.

A RECITATION properly conducted becomes so pleasant and profitable that every one will desire to be present, and so exciting that all will do their best, and this is all that should be expected or required. Not he who does the best, but he who tries the hardest, needs the encouragement.

SUMMER SCHOOLS.

BY ELLA M. POWERS.

Each new summer witnesses more "Teachers' Institutes," and various "Normal Schools for Teachers," and very true it is that the ablest corps of educators the country affords are secured. They present to the tired, worn-out teachers new methods and improved theories. "Recreation, pleasure, and study" is what each teacher expects. She is not disappointed.

A month or six weeks passed at a "School for Teachers" awakens in her a sense of loss and imperative need, a true sense of her own failings, and a desire for raising her standard of school-teaching.

But I am sure some go home feeling no added strength. Why? Has a methodical system been followed these six weeks? Did she decide definitely before she came, why she came? Had she mapped out for herself what course of instruction she would pursue? No one teacher can take all the courses; that is impossible. If there were summer-schools for ministers and shoemakers, would the shoemaker take the theological course? No; he would enter the department of "Improved Methods in Driving Pegs," and not the "Theoretical and Practical Departments of Moral Science." This latter theory would not tap his shoes in the most enlightened manner; neither would the former department enable the minister to present more clearly man's duty to God and his fellowmen. Each will seek that which will be of worth to him. So, a teacher must first determine upon what subject she is weak and needs to be strengthened; secondly, what methods she wishes to see applied; and, having decided, let her keep before her that aim.

Do not grasp too many things. You are surrounded by processes, methods, and theories. Be guided by the feeling that if whatever is presented cannot be fitted into a corner of your school-room that it is worthless to you, at the present time. Do not fill your note-books with what you will never use. Let us look at your notes. A jumbled, confusing mass of information greets our eye. There are misty, hazy, broken fragments that indicate eloquent lectures and addresses. You have several books, papers, etc., ranging in size from a concert ticket to a bulky blank-book. A good note-book should not be over twelve inches in length. Index your book as you would a ledger, and set off a number of pages to each subject as, under A, you have arithmetic, pages 1-15; under B, you have botany, pages 15-30; under C, chemistry, pages 30-45. Your object is to take those notes for future reference and practice.

How can you find your notes available if you know you have something somewhere in one of those books on geology, but it may be under mathematics, or it may be among the notes on languages?

Method,—have method in your note-books! Many of our teachers profit by these excellent summer advantages. All do not. Some depart with the consciousness that they have done something commendable; they have been punctual, given a creditable degree of attention, taken many notes, and, packing away their notes, they go home, carefully lay the books aside, and never open them till they go the next year.

They have studied diligently "recreation and pleasure." Perhaps they came for that; but we do know pleasure must be a secondary object, and the teacher, to profit by her opportunity, must give her whole attention and consideration to her work.

AN INTERESTING INCIDENT.

In the Catholic Protectory at Westchester, N. Y., the moulding of moral character is neither last nor least among considerations for the benefit of the institution. The report of the committee recently appointed by the state to make an "investigation of the causes of the increase of crime," that "this institution meets with the unqualified approval and commendation of the committee," corresponds with a unanimous public opinion. Unfortunately medals are not bestowed for virtues of the heart. One line of training in honor and heroism was well tested when the girls' new building, erected in 1869 by private charity at a cost of nearly \$200,000, was destroyed by fire in 1872. "Let no big girl pass this way without a baby in her arms," were the words of a Sister of Charity. No other word needed to be uttered. The course of the girls in the terrible danger was sublime. It was finished when all the tender ones had been brought from the various dormitories, so that not a single little life was lost.

"Let things that have to be done be learned by doing them."—Comenius.

PENNSYLVANIA NORMAL SCHOOLS.

BY C. D. HIGLEY, TOWNSVILLE, PA.

There is much talk of late about our state normal schools not being training schools. The charge is fairly brought, and seems to have no little support. It is claimed that they do not pursue professional training as the state intended in organizing them. Whether this is due to the laxity of the state in its requirements, or to the state's limited support, does not seem to be brought to light. It is, perhaps, none too generous to say that the normal schools are forced, from what seem to be imperative conditions, to pursue the mixed work now being done; but some one or more, the state or otherwise, is responsible for these conditions that thwart the real purpose of the schools. The object in view in establishing state normal schools was to provide for the professional training of young men and women as teachers for the common schools of the state. The one thing that prompted the act of May 30, 1857, dividing the state into twelve normal school districts; subsequently by act of 1874, the further division of the eighth district into two districts, making thirteen in all, and establishing a normal school in each, was the serious demand for professional training at the head of our common schools. To have demanded better training individually of the teachers without placing suitable means within their reach by which they might train themselves, would have bewildered the teachers, and proved fruitless. In fact, to-day it would be practically impossible for the 22,000 teachers of the state to fit themselves for a high grade of professional work without special aid from the state. To place their salaries on a level with the salaries of other learned professions would prompt individual effort on the part of teachers, and individual institutions for professional training would spring up no doubt; but the patrons of the common schools are too inadvertently executive to accomplish any such thing. If the schools were left to the common masses, they would perish in one decade. It is the few strong minds in each locality that uphold our public education. Among the officers of the state are enough men interested in the schools to provide for them; at least, let us believe there are.

But what are our normal schools doing? Are they training professional teachers for the common schools of the state? That's what they were established by the state for. If they are falling short of their purpose, what is the cause of it? Is the state aid so miserly that they must do academic work to live? They surely were not established for the purpose of doing academic work. "Professional training" doesn't mean literary work; and because literary ability is needed to serve professional skill, is no excuse for making academic work the burden of the state. Every teacher of the common school can procure the literary requirements unaided, but the professional training may well be furnished by the state.

A bright boy or girl of sixteen, after having finished a common school, may attend one of our state normal schools, and graduate from it in two years, doing two full years of academic work, and edging in six months' to a year's part-work on "theory and practice." There isn't six months of pure, undivided training for the profession. Academic work goes along to the end, and with the majority, if not with all who attend the normal schools, the academic work is the sure thing, and the professional training the chance. They fit themselves generally, and perhaps teach a year or two on the strength of their "normal training." Only seven and two-sevenths per cent. of the teachers of the state, doing work in the public schools, are furnished by the normal schools. This proves either that only a small part of the normal graduates are engaged in the schools, or that they pass out of the profession quickly. In either case, it speaks unfavorably of their professional training.

In our own district—and we have one of the best normal schools in the state—about fifty are turned out each year, many of them to make sad failures. It is a liberal estimate that places the number who actually engage in teaching as a business with success, at 30 per cent. of all who are graduated at our normal school. It is really not one in five that becomes a fixed part of the profession; and how many are refused diplomas saying that they have answered the requirements? Who ever heard of a student failing to graduate because of natural unfitness for a teacher? It would not be as it is if the test were professional qualification purely; for not all can teach with the same preparation, and some never make teachers.

If our normal schools did nothing but professional training with the liberal support of the state, the results, we believe, would be far more to the advantage of the common schools. If they must do academic work, let there be a one-year, and a two-years course of professional training under skilled professors, following the academic course.

THE PANAMA CANAL.—Papists already know that the country through which the great Panama Canal is being built, is very hot, low, and unhealthy. A visitor says that few of the laborers live longer than six weeks after they arrive, and that in the rainy season ten funeral trains are run each day from the canal to the burial ground. Notwithstanding this drawback, the company obtain all the men they want. If that canal is ever completed, more human lives will have been sacrificed than in a first-class war.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

WHITHER AWAY?

A CLASS SONG.

By REV. EDWARD THRING, MASTER OF THE UPPINGHAM SCHOOL, ENGLAND.

(This song was written for the St. Cloud normal class of 1887, at the request of Professor H. de, of that school.)

Whither away, whither away?
When the dew is on the thorn,
And the silvery grass
Shakes off happy gleams of morn
As the light feet pass;—
Whither away, O, whither away?

I.

We have gathered seeds of light
Dropped on old Time's mountain height,
As the new day came in sight.

II.

Heralds of the light are we,
Sowers of the world to be
With a seed light, pure and free.

III.

Heralds of the morn we stand,
Foot to foot, and hand in hand,
Flinging morning o'er the land.

IV.

Honor from yon morning star
O'er the lonely grave afar,
Which the pioneer did bar.
Minnesota, Minnesota, joyous and true!
Whither away, whither away?
When the dew is on the thorn,
And the silvery grass
Shakes off happy gleams of morn,
As the light feet pass;—
Whither away, O, whither away?

V.

Seeds of light we scatter round,
Wisdom, knowledge, song seeds, found
In Time's great old hunting-ground.

VI.

Dreams that o'er life's restless mass,
As the wind o'er prairies pass,
Berding hearts as bends the grass.

VII.

Purest love from forests deep,
Where the lone backwoodsmen keep
Memories that never sleep.

VIII.

Light and life we scatter round,
Maiden truth, pure manhood, found
In Time's great old hunting-ground.
Minnesota, Minnesota, joyous and true!

HISTORY LESSONS FROM QUEEN VICTORIA'S JUBILEE.

The British nation has thrice before celebrated a royal jubilee, viz:

Henry III	1265.
Edward III	1376.
George III	1809,—the grandfather of Victoria.

During the life of Henry III, trial by jury was first introduced; the first English parliament, called together, but the horrors of civil war, crowned with the carnage of the battle of Evesham, left little spirit in the nation's heart to celebrate the jubilee.

The next jubilee came in 1376, when Edward III entered upon the fiftieth year of his reign, and historians tell of gay pageants and great rejoicings. During that reign two great constitutional principles were recognized, viz.: that money could not be raised without the authority of Parliament, and that the law could not be altered save with the concurrence of the Lords and the Commons—principles that lie at the very root of that constitutional liberty which the United Kingdom en-

joys to-day. But that jubilee year was darkened by the clouds of disorder and threatened civil war, and ere it closed the Black Prince died.

Five centuries passed away ere another royal jubilee was reached, and then in 1809, we have the celebration of the fiftieth year of the reign of George III.

Now we come to the memorable year of Jubilee:

VICTORIA, 1887.

Millions of voices throughout her world-wide empire extol the queenly and womanly virtues of Victoria. The day marks a long epoch in the political welfare of her realm. The whole world sympathizes with England, for the fame of the Queen's blessed rule reaches every quarter of the globe. This sympathy is most cordial.

COMPARED WITH MARIA THERESA.

Both ascended the throne in the prime of life.
Both enjoyed the richest and purest domestic happiness.

The joy of each was clouded by the death of a beloved husband.

Both were extremely kind and benevolent, and both were revered by their people.

The memories of both will be blessed as long as the world stands.

NATURAL HISTORY.

By FLORA NEELY.

I.

THE OWL.

Let the children describe parts.
The head is large, eyes round, large, encircled by a ring of fine feathers. The bill is large and hooked,



throat wide, tongue cleft, or *bifid*. *Plumage*, upper part dusky, lower tawny with dusky bars, chin white, bill black eyes golden. Tail of white, or barn owl is forked, feet clumsy.

Habits.—They are found in dark, deep swamps. They can see best at night, during the day they keep concealed. They feed on small birds, mice, bats, etc.; their hearing is very acute. They prowl about farmyards and gardens at night, and send forth unearthly sounds. The nests of sticks, lined with leaves and feathers, are built in tall trees. Character—*nocturnal, mysterious, reclusive*.

II.

THE GRASSHOPPER.

The body is long and thin, flattened at the sides; children tell how many legs. Show them that the hinder



ones are larger than the others, are longer than the body, and divided into three parts. (Teacher tell the names of parts, the thigh, shank, and foot.) Ask how they use these legs, only for *leaping* or *hopping*. Let them locate the other four legs. Show the thin, membranous wings, how they are folded when at rest, in fan-like form. Show the wing-covers, which are horny. They make a chirping noise by rubbing the hind legs against the wing-covers.

They belong to the *Insecta*, the head being distinct, eyes projected. They have two feelers or antennae, attached to the head. Children will also notice the proboscis, which is a hollow tube projecting from the head.

Grasshoppers are produced from the eggs, without wings, which are formed gradually.

THINKING EXERCISE.

IMAGINATION.

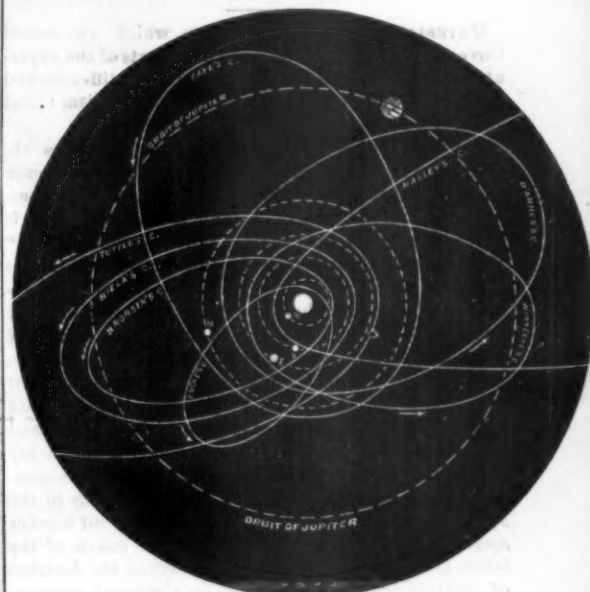
Read or relate slowly to younger pupils some brief, vivid description. Have them close their eyes, and then relate in such a way that they will see the picture mentally. When through, have each one relate what he saw.

The following will serve as suggestions for exercises for older ones: Relate imaginary adventures with people, animals, things; take imaginary journeys; describe houses, meadow, brook, mountain, village, barn, people; relate imaginary scenes—four people in a room, what does each one do or say? Relate imaginary biographies; describe where you would like to go, what you would like to see, what you would like to have; imagine a noble act, a generous deed.

To feed the imagination, read to pupils bright descriptive poems, narratives, and scenes, brief stories of nobility, self-sacrifice, etc.

SUGGESTIONS FOR A LESSON ON COMETS.

Have a diagram prepared on the blackboard, illustrating the paths of some of the planets, the ellipse, parabola, and hyperbola, in which they move. Briefly



explain the terms, "solar system," stars, and planets. To help the class to understand the "space" beyond our atmosphere, mark in the middle of the blackboard two concentric circles, the inner one to represent the earth; and the outer one, the limits of the air; the rest of the surface of the board being taken to signify the expanse in which the other planets move.

Those comets which are visible are by no means all that exist; there are always others within range of the telescope, and others too far away to be seen even with the aid of that instrument.

Kepler, to illustrate the probable number of comets, compares the number of fishes seen on the surface of the ocean with the multitudes which exist below.

The comets, as well as the other members of the solar system, are kept in motion and guided in their orbits by the force of *gravitation*. Teach the law of gravitation, and give one or two examples. Apply the principle to comets. Refer to the naming of new countries from their discoverers. Comets are also named after their discoverers.

The name "comet" means "star with flowing hair." Follow with description. Make a drawing on the board. In June, 1861, our globe passed through the tail of a comet, the effect being as though we were enveloped in a peculiar mist. It was not distinctly known whether a comet shines by its own light or by reflection. Recently it has been discovered that part, at least, of the light which comes from the head is produced in the comet itself by the influence of heat on a substance like carbon in a gaseous state.

Tell pupils about Halley's comet, Encke's comet, Donati's comet, the "great comet of 1883"; how the people formerly regarded the appearance of a comet.

The Maryland State Teachers' Association will be held at Old Point, Va., July, 5, 6, 7, and 8,—president, P. A. Witmer.



TRANSCRIPT OF A LESSON IN TEACHING MORALS.

MATERIAL.—A wooden form on which are seated three awe-struck boys (very essential parts of the apparatus); a stiff-backed chair, occupied by a stiffer-backed teacher; a pair of ugly spectacles; a catechism; and possibly a Bible.

METHOD.—Impressive silence, as the spectacles are donned, and the place slowly found. In solemn tones the question comes: "John, what is meant by the perseverance of the saints?" John is nonplused, and is only able to shake his head. "William, you may tell." William, though extremely terrified manages to falter: "P-p-please, sir, that was in our last lesson." He receives a withering look for this information. The question is repeated to Henry in tones that rumor of wars and earthquakes. Henry, who is hardly able to hold himself on the bench, begins: "The sinfulness of that estate whereinto man fell, consists in the guilt of Adam's first sin, the want of original righteousness, and the corruption of his whole nature, which is commonly called original sin, together with all actual transgressions which proceed from it." The irrelevancy in the answer has been noticed, and now for once our teacher sees a peculiar fitness in things, and the course of the lesson is interrupted, and he holds forth on the doctrine of everlasting punishment, not in a general manner, either, but in a directly personal one, judging from the expression on pupils' faces.

RESULTS.—Teacher rejoices in the consolation that, "If they do not forsake their wicked ways now, it will not be my fault," and, "I have given them something that will serve them in after life." The boys escape from this abnormal atmosphere, and restore themselves by perpetrating an act of mischief that throws half the community into an uproar, and gives a more decided turn to their already evilly inclined natures.

COMMENTS.—The trouble with this old fellow is, he doesn't possess the first element of a teacher. He has no sympathy, knows nothing of child-nature, and thinks, with many others, that moral teaching consists in hearing the catechism and teaching the doctrines of the church. The moral nature of a child will thrive under such treatment as easily as the physical would on a diet of husks.

NOTE.—Cut drawn by Frank Beard, and furnished us by courtesy of Gaskell & Co., Chicago.

A FEW LITERATURE QUESTIONS.

Name the best gentleman in "The Newcombs."
The best woman in "Adam Bede."
The best villain in "Woman in White."
The best adventuress in "Vanity Fair."
The best parson in "Vicar of Wakefield."
The best lawyer in "Bleak House."
The best detective in "Bleak House."
The best doctor in "Bleak House."
The most humorous character in "Pickwick."

HAVE the little folks recite frequently, but do not, as a general rule, require long recitations. If you would govern easily, employ their hands with drawing, copying letters, figures and words on their slates while at their seats.

TEACHING THE NUMBER FOUR.

Put three slates on the table; now put another; three slates and one slate are four slates. Put three nuts and one nut on the table; how many nuts have you placed there? Put out two pebbles; now two more; how many have you put out altogether? Say one for every pebble you have put out. Make four marks on the blackboard. Bring me four blocks. How many blocks have you brought me? How many ones? how many twos? how many fours? Carry one back; how many have you left. Walk four steps; jump four times; hop on one foot four times; tap the table four times. Tell some little stories about four things. Who can see four things in this room? Now, John, tell me the four things you see; James; Sarah. How many things have I altogether in my pocket, if I have a pencil, a knife, and a key? Put out two blocks; now put out two more; how many twos have you put out? Five twos are called what? Make a mark for each leg of this chair; how many marks have you made? Put four pebbles in a row. Put four pebbles in two rows; how many are in each of these rows? How many legs has

this cat? (Showing picture.) How many legs has the cat more than you have? If you had one leg more should you have as many legs as the cat? How many legs have you less than the cat? Take out three beans. Take one of three beans, how many are left? Put out one block; put two in a row below that; put three in a row below that; put four in a row below that; make as many marks, as three ones in three; rub out one mark; how many marks are left? Rub out another mark; how many are now left? How many handles have three knives? Take two blocks yourself, and give as many to me as will make four altogether. Hand me one block with your eyes shut; three blocks; four blocks."

A CUP.

ARTICLES FOR ILLUSTRATION.—Cup, glass of water, clay both hard and soft, a piece of flint, some powdered flint, a piece of unglazed pottery, a brick, a flower-pot.

METHOD.—Arouse the interest of the children by pleasant reference to the many specimens before them. Ask for name of each specimen—for uses. Our lesson to day will tell us how these things are used and made. Show the cup. What can you tell me about it? What



is its shape? Color? Describe different kinds that you have seen. How does it feel? Of what is it made? Though china feels hard we have to be very careful how we handle it. Why? (Because it breaks very easily.) What name do we give to such things that break easily? We call them brittle. Give me names of other brittle things. Brittle means? Who can tell me the different parts of the cup? The cup, then, has five parts—inside, outside, rim, or edge, bottom, and handle.

Material of Cup.—Can any one tell me of what China is made? It is made of soft clay, though it feels so hard. Here is a piece of clay. How unlike the white, bright cup! How does clay feel? Is it soft, like the crumb of bread? What can you make of clay when you are playing with it? Can you tell me where clay is found? It is found in many parts of our country in great beds spreading for many miles. Some of these great beds lie close to the surface of the ground, so that the clay is dug out without much trouble. Bricks, tiles, flower-pots, plates, dishes, china, and many things are made of clay. Here is another piece of clay. How does it feel? (Hard and dry.) Yes, and it is rather brittle, for I can break it with a hammer. I can also crush it to powder. Now, I pour some water on the powder, and I can knead it into a lump of soft clay again, which can be moulded into any shape we like.

How the Cup is Made.—A workman takes a lump of clay and throws it upon the middle of a small, round

table, which is made to spin quickly by a cord passing around it and over a wheel. He squeezes the spinning

FIG. 1.



The Potter's Wheel.

clay with his hands, moulding it into the shape of a cup, making the inside hollow by pressing in his thumbs, and shaping the outside with his fingers. (Teacher show how.) The handle is then joined by means of slip.

What is meant by "Like clay in the hands of a potter"? Show the picture of potters at work, and repeat the little poem, "The Potter." The pupils will appreciate it as never before:

The potter stood at his daily work
One patient foot on the ground;
The other with never-slacking speed
Turning his swift wheel round.

Silent we stood beside him there,
Watching the restless knee,
Till my friend said low, in plying voice:
"How tired his foot must be!"

The potter never paused in his work,
Shaping the wondrous thing:
'Twas only a common flower-pot,
But perfect in fashioning.

Slowly he raised his patient eyes,
With homely truth inspired:
"No, marm; it isn't the foot that works,
The one that stands gets tired!"

The soft clay cup and saucer are baked in a large oven for many hours. How will they feel when taken out? But even now they are not ready for use. (Show specimens of unglazed pottery.) Are they like this finished cup? No, they are dull, and they feel rough, and they would not be nice to use.

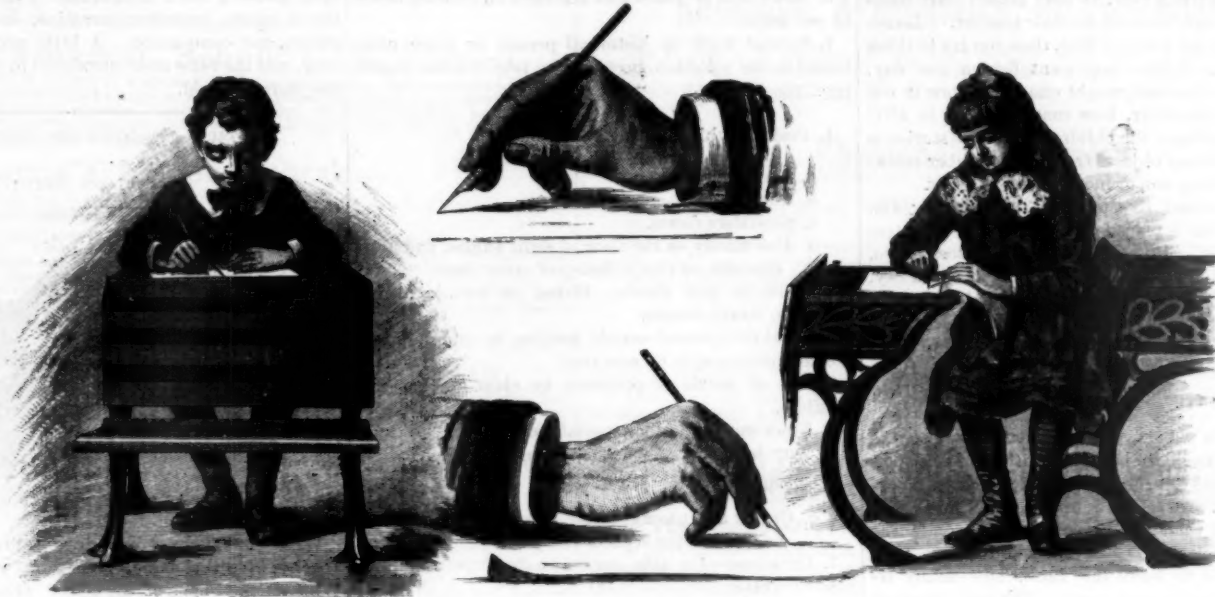
How are they made smooth and bright? They must be glazed. The rough, dull pot is dipped into water that has salt, powdered flint, white lead, and other things in it. They are once more baked in a hot oven, and, when finished, are covered with a thin, glassy, coat called glaze. How are these pretty marks placed upon the cup and saucer? The marks and flowers are painted on very thin paper in colored ink, and placed on the cup and saucer before they are glazed. The ink runs into the rough cup, leaving the picture upon it. The paper is then washed off, and the cup and saucer glazed.

Require pupils to write a summary of lesson, and make a drawing of cup.

LANGUAGE.—GUESSING AND THINKING GAMES.

A general exercise given in Quincy methods as one of the simplest forms of thought exercises, is conducted as follows: The teacher taking her stand suddenly before the class says: "See if you can find out what I am. In the first place, I am pretty large, but I never went to school, and I cannot read or write; yet I know a great deal for all that. I am fond of children, and sometimes I take care of them. Often I let them ride on my back." "A horse, a dog, a pony, a donkey," are the guesses, but the narrator goes on: "I like the people who are kind to me, but sometimes when people are unkind I step on them, and as my feet are quite large, it is apt to hurt them." "A mule," speaks out one suddenly. "I dress very plainly, for I generally wear a brown or gray coat and no vest. I drink a great deal of water and am fond of peanuts." "A monkey," declares a child, who thinks of only one thing at a time. "You all know my name." "Some boy," calls out another guesser. "I have traveled a great deal," continues the teacher smiling at her excited pupils, who sit staring straight in her face with their small foreheads wrinkled, trying hard to think what this mysterious creature can be. "I always carry my trunk with me." "An elephant!" fairly shouts a delighted youngster. "An elephant!" chorus the class, while the teacher stands and laughs to see how excited they are over their last guess.

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A NUMBER LESSON.

By C. E. T.

A long table, with blocks, splints, balls, toy-fishes, chairs, tables, soldiers, and horses. At one end of the table the teacher stands. The children cluster about her with bright, expectant faces. "Boys and girls, what would you like to talk about this morning?" Many hands are raised eagerly. "Well, Willie?" "Fishes." Willie takes the fish from the table, handles it admiringly. "Who could tell me a story about the fish?" Some hesitancy now, as they glance half bashfully one at another, then up at their teacher. Listen to me, and I will tell you one first, then you try to think of one to tell me. A little boy went fishing one day. He threw out his line and caught one fish, threw it out again and caught another, how many had he in all?" The teacher encourages the children to relate stories in like manner, selecting objects from the number-table; she, in turn, relating one to increase the interest.

"How many would like to play ring-toss?" "Oh, what fun!" A mat is placed on the floor, as the place in which to throw. Lucy tosses two, John tosses two. How many in all? Mary is sent to take one away. How many remaining? Sarah tosses one three times. Three times one are how many? George is selected to place four rings on the mat, another one is told to place one in each corner. How many ones in four? Place two in each corner. How many groups in four? How many twos?

Another game is played. Two leaders are selected, a boy and a girl. Each are provided with slips of paper. The slips are passed to each member of the class. Those with numbers on are selected to stand in line. Not more are required than are necessary to illustrate the number to be developed. Class is asked how many in all. Two are told to leave the rank, how many remain? The class unite once more. The boys stand on one side, in line, the girls opposite. The boys clasp hands, cross once, and take a splint, returning to position. Again they cross and take a splint. They take one splint, how many times? The girls cross twice, and take two splints; in turn they take three splints, four splints. 2×2 are how many? 2×3 ? 2×4 ? &c. The idea of fractions is introduced. Several objects are distributed; a match, an apple, a piece of chalk. A number are sent to the board. The teacher directs the children to place their fingers in the centre of their object, and break or cut it from that point. Those at the board placing a point at the center of the line, erasing the point; thus showing the parts into which the line has been divided. Each child is then told to hold up one of the divided parts; those at the board to point to their division. They are then taught that one of these parts is called one-half. The teacher holds up a circle made of paste-board. She cuts it in half to show how many halves in one, each half into halves again, showing the number of fourths in one. They are then allowed to draw a circle on their slates, and halve and quarter it, as they have been shown. The time for number lesson has expired. The play is over. To-morrow the children are promised more fun. With happy hearts and bright anticipations they return to their seats.

ADVANCED READING.

By W. A. BALDWIN.

I.—SELECTION OF PIECE:

1. Must be adapted to the ability of the pupils.
2. Must be interesting.
3. Should be related to other work as—history, geography, and the like.
4. Should be a selection from an important author.

II.—PREPARATION OF A SELECTION:

1. Read once for { thought, style, author.
2. Work on author.
 - a. Who?
 - b. Where and when live?
- c. Principal works { prose or poetry.
- d. Style, if marked.
- e. Things of special interest.
3. Work with words (new).
 - a. Definition written, and brought to class.
 - b. Used in original sentence.
 - c. Synonym used in place of word.
 - d. Separated into syllables.
 - e. Vowels marked sufficiently for pronunciation.

f. Words analyzed and meaning gained from meaning of parts.

4. Special exercises to obtain and test ability to obtain thought.

- a. Whole or part of selection reproduced.
- b. Poetry changed to prose.
- c. Certain words left out and synonyms or other words substituted.
- d. All emphatic words underlined.

5. Vocals and breathing exercises practiced five or ten minutes.

6. News item prepared and arranged on bulletin board by one pupil.

7. Special work on historical person or place mentioned in the selection, prepared by two or three pupils.

III.—RECITATION:

1. Position while { passing to class, sitting in class, standing in class.

- a. Erect body.
- b. Chest out.
- c. Shoulders down.
- d. Feet firmly on the floor at right angles, and heels opposite, or one at instep of other foot.

Exercises to gain above: Rising on toes, breathing exercises, vowel sounds.

2. Vocal drill, vowel sounds, spelling by sound, quotation adapted to style of selection
3. List of words as prepared by class (on board if possible).

4. News item and other special work.
5. Very brief talk of what has been learned.

6. Reading { silent, oral.

a. One or two passages read by pupil whose style is adapted to the style of the piece.

7. Criticisms—for able ones first (feeling of helpfulness cultivated).

8. Points of criticism.
 - a. Position.
 - b. Expression of thought.
 - c. Expression of feeling.
 - d. Emphasis.
 - e. Inflection.
 - f. Pronunciation.
 - g. Modulation.

9. Same passages read by pupils (unless tiresome), until all know how to express the thought and feeling.

A DIVERSION IN THE PRIMARY ROOM.

By CLARA E. MARTIN, DUTCH FLAT, CAL.

One beautiful afternoon in October, forty children, ranging from six to ten years of age, might have been seen at work in a school-room in a high Sierra town. They had grown restless and careless. Slates were noisily handled, pencils began to drop, feet moved heavily, and "Please may I get a drink?" and "Please may I go out?" were painfully frequent.

The stately pines were nodding cordial invitations to the little folks. The wind wooed them with bewitching words. "Something must be done, and quickly, too," thought the teacher.

"Children, put aside your books, please, and take position. I'm going to recite a little poem for you, and I want you to put your heads down on your desks and play that you are dreaming and can see what I'm talking about; then I'll let you tell me." Happy faces smiled into hers as she talked, and when she said, "Heads down," every one was to all appearances fast asleep. The teacher recited Wordsworth's lines, beginning: "I wandered lonely as a cloud."

At the close she said: "Now you may sit up and raise your hands if you saw anything, and I'll call for your story."

Instantly every hand was up, and some of the more zealous ones were standing in the aisles waving hands frantically.

"Let me tell you," said Miss —, "that I will call first upon those who keep their seats." This had the desired effect. Each pupil was called upon, and varied were the sentences obtained.

"I saw lots of yellow flowers," piped one wee girl.

"The flowers were all dancing," said another.

"I seen a tree," came from one careless lad.

"Yes," said the teacher. "How many of you think George seen a tree? None? Well, who can tell me in a better way the story George has told?"

From among the many one was chosen, who said: "I saw a tree," which sentence was repeated by the class in concert. A boy of seven seemed very anxious to relate something, and when called upon said, "I saw an old log in the water." Another "saw a boat with two people in it." The color of the sky, grass, and flowers were all given; vales and hills, lakes and clouds

were all mentioned, and an impromptu lesson in geography was given.

The exercises had not ceased to be interesting, for many hands were yet in the air when Miss — said: "Some day we will do this again," and began singing, "Forget Me Not," which all gently sung with her.

Then tapping her bell, she asked the A class to prepare slates for spelling, the chart class to draw, and the others to continue the work they had been doing when interrupted.

Thus was the threatened storm turned aside, the children pleased, their imagination exercised, a language lesson given, including narration, description, interrogation, and comparison. A little geography was gone over, and the little ones introduced to one of the gems of the literary world.

TWO LESSONS ON ANIMALS.

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THE OTTER.

What kind of an animal do you think this looks like? Teacher give the name. Where do you think it lives? What is the shape of its body? Give term *elongated*. Why does it need a body of this shape? To enable it to swim easily. Of what shape is the head? Flattened. Examine the feet and tell me what they are like? The feet are hand-shaped. Give the term *palmated*. Draw attention to the hind feet; placed far back, to act as paddles. Draw attention to the eyes, being large and bright. Explain that there is a transparent membrane, which can be drawn over the eye for protection. Let a child describe the ears, notice that they point backward. What kind of food does the otter prefer? Describe the covering, of two kinds; one long and coarse, the other short, close, and fine; the latter valuable for trimmings, muffs, etc.

The color is a liver brown above, and a lighter beneath. The size is about four and a-half feet in length, including the tail, which is eighteen inches.

THE WOLF.



Ask the children what animal the wolf resembles. Draw attention to the large, pointed head. The ears short and erect, oblique eyes; also the long, bushy tail, the slender legs; as this animal pursues its prey, it must be able to run swiftly. Ask what kind of food they think the wolf prefers? Explain that animals which feed on flesh are called *carnivorous*.

Ask if they have noticed the dog's teeth; if they think the wolf might have the same kind. Describe them. The front teeth are sharp for cutting, called *incisors*; next are seen the long, pointed teeth, for tearing, called *canine teeth*. In the back are the *grinders* or *molars*. Teacher explain, how the wolf pursues its prey. It listens, snuffs the air, smells the ground, one ear forward, the other backward, eyes glaring. Its hearing is acute, and scent keen.

Ask if they think the wolf resembles the dog in character? Tell some story to show its cunning and cruelty. Also explain where found; in mountainous regions, though generally solitary. Wolves form in troops in order to secure prey, surrounding them completely. When hungry will eat bark and clay.

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C	X	O
K	A	Z
B	D	H

Form many questions, such as: Direction from B to A; C to H; H to C; etc.

Draw map of village and district; represent roads, houses and farms, bridges, etc., upon this: continue this until pupils can locate all objects, and draw a neat map of the district. Show them a map of some large city, its streets, boundaries, etc.; then a map of their county and state; as these are studied and drawn, the exercise will not be a mere picture-copying process to pupils, but they will regard the map as a representation of the real.

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2. The picture of a lily is shown, and the pupils stand whose pictures or flowers resemble it; each in turn states: "This flower looks like a lily." In like manner pink-shaped and rose-shaped flowers are selected.

3. The picture of a mustard blossom is shown, and compared with the funnel, bell, cross, etc.; pupils notice that it looks like a cross; make statement, and select flowers of same shape.

When all the flowers have been described, a child, appointed to act as teacher, names a color; all who have flowers of this color rise and stand until another is mentioned. When all the colors have been named, the little teacher signals for those to be seated who are standing, then takes her own seat.

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Children take one counter.

Take two more.

One and two are how many?

Mary had a doll and she bought two more. How many had she then?

Joseph, if I ask you to take three counters, how many ones will you pick up?

Let me see you do it.

Three ones make how many?

How many cents would you give me for a three-cent piece?

Carrie show me three counters. What will you call them?

Blackbirds? Well, show me three blackbirds—less one. What? don't know what I mean? Harry, tell her what I want her to do.

Harry.—Let one blackbird fly away.

Yes, indeed. Now Carrie, three less one is how many?

Harry I will lend you three of my pretty colored crayons, for helping Carrie so nicely. To how many little girls can you give them?

One is in three how many times?

Susie, hold up three counters in your right hand, and two in your left. Which is more? Three is how many more than two.

Frank, show me three horses and one spool. Which is more? Three is how many more than one?

—E. E. K.

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"Now when fair morn orient in heaven appeared,
Up rose the victor angels, and to arms
The matin trumpet sung; in arms they stood
Of golden panoply, refulgent host,
Soon banded; others from the dawning hills
Looked round, and scouts each coast light-armed scour
Each quarter, to descry the distant foe,
Where lodged, or whither fled, or if for fight
In motion or in halt; him soon they met
Under spread ensigns moving nigh in slow
But firm battalion."

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its first pages was a table to show the modifications of words; and following this was a lot of Rules of Syntax, preceded by the classifications of sentences, and the various connectives. Besides the extract from Milton, it contained selections from Shakespeare's "Henry the Eighth;" from Young; from Webster, Thompson, and others.

I propose, now, to quote from several of the extracts contained in that parsing-book, to show what kind of language and sentiments children thirty or forty years ago had to deal with; later on I may contrast this with the style of text-books common in recent years. While listening to these extracts, please have in mind the numerous periodicals and books for boys, written in slang phrases, or at best in boyish and not classic language, which is supposed to be fascinating from its familiarity of style.

From Young, on "Life, Death, and Immortality:"

"This is the bud of being, the dim dawn;
The twilight of our day, the vestibule;
Life's theatre as yet is shut, and death,
Strong death alone can heave the mazy bar,
This gross impediment of clay remove,
And make us, embryos of existence, free.
From real life, but little more remote
Is he, not yet the candidate for light,
The future embryo slumbering in his sire."

From Webster:

"When my eyes shall be turned for the last time to behold
The sun in heaven, may they not see him shining upon the broken
and discolored fragments of a once glorious Union; on states
dissevered, discordant, beligerent; on a land rent with civil
feuds, or drenched, it may be, in fraternal blood."

From Thompson:

"Should fate command me to the farthest verge
Of the green earth, to distant, barbarous climes,
Rivers unknown to song; where first the sun
Gilds Indian mountains, or his setting beam
Flames on th' Atlantic isles, 'tis nought to me
Since God is ever present, ever felt,
'In the void waste as in the city full;
And where He vital breathes there must be joy."

And another from the same:

"'Tis listening fear and dumb amazement all,
When to the startled eye the sudden glances
Appear far south, eruptive through the cloud;
And following slower in explosion vast
The Thunder raises his tremendous voice.
At first heard solemn o'er the verge of heaven,
The tempest grows; but as it nearer comes,
And rolls its awful burden on the wind,
The lightning flash a larger curve, and more
The noise arounds; till overhead a sheet
Of livid flame discloses wide; then shuts
And opens wider; shuts and opens still
Expansive, wrapping ether in a blaze.
Follows the loosened, aggravated roar,
Enlarging, deepening, mingling; peal on peal,
Crushed horrible, convulsing heaven and earth."

The book had a brief dissertation on Figurative Language. It contained also prose extracts from Burke,

Irving, Wirt, Prescott; and from Macaulay's essay on the Puritans; this with the rest:

"The Puritans were men whose minds had derived a peculiar character from the daily contemplation of superior beings and eternal interests. Not content with acknowledging, in general terms, an overruling Providence, they habitually ascribed every event to the will of the Great Being for whose power nothing was too vast, for whose inspection nothing was too minute. To know Him, to serve Him, to enjoy Him, was with them the great end of existence. . . . The difference between the greatest and the meanest of mankind seemed to vanish, when compared with the boundless interval which separated the whole race from Him on whom their own eyes were constantly fixed. They recognized no title to superiority but His favor; and confident of that favor, they despised all the accomplishments and all the dignities of the world. . . . Their palaces were houses not made with hands; their diadems, crowns of glory, which should never fade away! On the rich and the eloquent, on nobles and priests, they looked down with contempt; for they esteemed themselves rich in a more precious treasure, and eloquent in a more sublime language; nobles by the right of an earlier creation, and priests by the imposition of a mightier hand."

These are only samples of the kind of literature which was placed before young pupils more than thirty years ago. In my collection I have one of those parsing-books: the leaves are worn; the edges are frayed and the corners are rounded by use; but they are not dog eared. The book is not disfigured, but it is annotated. On one margin is the date, "April, 1836;" and on another, these words: "Sarah, Annie, Louisa, Nellie, Delia, Lydia." Who those girls were I have not the slightest conception; but the boy who used the book probably knew; and not unlikely there was an added inspiration in the sublime language he was studying from their sitting upon the same rude benches with him.

Years ago, twenty-five or more, I visited a school where this book was in use, in a country town in the state of Maine. A class of boys and girls, from 12 to 15 years of age, probably, were wrestling with the extract from Milton. They had learned a few rudimentary principles of grammar, studied the relations of subject and predicate, and become somewhat familiar with syntax, the rules of agreement, etc.; and then they had been plumped right into this war of Milton's angels on the celestial plains, to study the English language—an imaginary war by imaginary beings, in the regions of pure imagination; all described in language unfamiliar, beyond them, and in style the grandest of poetry. The master had not been to college; nor to a normal school; probably not even to a high school. He may not have been far in advance of his pupils in knowledge or experience. He was not very familiar with Milton; but what knowledge he had, he used; he studied the language; he sought the meaning of every line and word; he examined the rules of his grammar and applied them; for did not bright-eyed Sarah, and smiling Annie, and quick-witted Lydia, sit there ready to pick

(1.) Presumption, taking for granted. (2.) Brains, the gray matter; a whitish soft mass, considered to be the organ of perception, etc.; hence by metonymy, the intellect.

him up if he made a slip or was inconsistent in his grammatical construction or his explanation of the text? and John and William were there, equally alert. The latter wants to know the meaning of "matin."—"the matin trumpet." "What is 'golden panoply?'" asks another, and "refulgent host;" and a third, "What is a 'dawning hill?'" "How shall we dispose of 'scouts each coast light-armed scour each quarter?'" asks Annie. "Coast is the subject of scouts—the coast goes wandering around," says John. "That is absurd," answers Annie; "coasts do not float around." "But this was on the heavenly landscape," replies John; "don't you know that, further on, it says they tossed about mountains and promontories through the air?" "Yes," says Annie, "but the hills did not fly around themselves; and if they did, coasts wouldn't go scouting after an enemy; that implies intelligence, as if the coasts were soldiers, like the angels." "And if coast is the subject of scouts, what is the subject of scour?" says bright-eyed Sarah. "Quarter," says John. "But quarter is singular, and scour requires a plural subject," says Sarah. "It is each quarter," says John, "more than one." Here the master is appealed to; and he decides that each is a distributive adjective, and implies things singly. This upsets John's theory. "I have it," says Lydia; "scouts is not a verb in this case; it is a noun of the plural number, and the subject of scour, which means to examine closely;—Light-armed scouts scour each coast." "What will you do with quarter, each quarter, then?" says William. "That means about the same thing as coast; and it is also the object of scour; they explore every place," says Lydia; "the scouts in light armor scour each coast, each quarter." And so they agreed to leave it.

Now, was not every principle of good teaching violated in that school? The master was ignorant of methods; he had not studied psychology; he did not "proceed from known to the unknown" in sufficiently easy gradations; nor "from the concrete to the abstract." He plunged his pupils plump into the unknown, and he enshrouded them all over in the most ethereally abstract.

And he had no handcraft in his school. "There is no education except by doing something," you know. He did not know whether Delia could cook, or James plane a board. We quote from the *New York School Journal*, Oct. 23, 1896: "The child that does nothing, learns nothing. There is a theory that the training of the mind can be accomplished without the activity of the senses. The theory is a false one! We gain knowledge only by means of the senses, and we can impart it only through the same means. The teacher who imagines he can educate his pupils by thinking, without the use of eyes, hands, or ears, is wonderfully mistaken. There is no thinking, pure and simple, abstracted from the world in which we live. Any thought, worthy of the name,

takes hold of the live questions of the day. It cannot be otherwise."

Then the schoolmaster above was all wrong. The senses had not much to do with Milton's angels, who could not be seen nor heard. The celestial region, the scene of their battles, has no place on the map. There are no coasts for the light-armed scouts to scour; and the boys and girls, Delia, Lydia, John, and William, gained no knowledge. But it seemed to me, and it keeps seeming, that Lydia and John and the rest developed and displayed a good deal of acumen in their study of the language—a kind of acumen which has distinguished many eminent men and women; an acumen which has made them highly useful members of society; an acumen which has made great men great in politics; at the bar; in philosophy; in science; in literature; and poetry; in art; in society as leaders; and not less in business activity; for it is the mind that plans, more than the hand that executes, which achieves success. And this acumen which makes the great, great, augments on a lower plane, and in less degree only, the power of the little. Julia and John, who can doubt? became better members of society for the mental activity called forth by this abstract study of language.

But this opinion must be all wrong; for, you know, "The teacher cannot educate his pupils by thinking!" Our teacher ought to have taught language by using language. Delia and Sarah, James, and William, should have been set to writing "exercises" for the teacher to "correct."

But they had nothing to say. Their minds were filled with only the commonplace. And would it have been better for them to be scribbling vapid inanities than to be brought face to face with the sublime imaginations, the glowing imagery, and the rich measures of one of England's greatest poets?

Our boys and girls, above, studied in a little red school-house on a hill; in the foreground, a lake; on the western horizon, the snowy summits of the White Mountains; around, a community of God-fearing men and women; near by, a church; all around, forests and fields, hills, and meadows; above, the sky, the stars and the warring elements of our New England climate. All this was before their eyes. Did they see it? Housed snugly in the little school, they had heard the rain blown in sheets against the window-panes, and the reverberating thunder had many a time made them huddle close around their teacher. In winter the snowy blast had blocked their way to school; and the whistling winds had moulded fantastic shapes on the leeward side of the stone-walls by the way; and the snow was sifted up from the peaks which it had formed like smoke from an active volcano. The spring, with its melting snows, its swollen streams, and its opening buds and expanding leaves—and all its varied forms of animal life—had come and gone. Was it of any use for those pupils to study the poet's expression of these changes in nature, in the old parsing-book, and the construction of the language as well?

"These as they change, Almighty Father, these
Are but the varied God. The rolling year
Is full of Thee. Forth in the pleasing spring
Thy beauty walks, thy tenderness and love."

And could they appreciate the description of the thunder-storm, quoted above? O, no. They could not learn without doing!

"The Puritans," said Macaulay, "were men whose minds had derived a peculiar character from the daily contemplation of superior beings and eternal interests." These children's minds had derived a nobler character from the contemplation of great thoughts expressed by the masters of our language; and to say that they should have been put to writing in place of that, and to the exclusion of that, as an exercise in language, or to the training of their hands instead of their brains in school, is the very consummate quintessence of absurdity!

For when, later, and grown to manhood, they beheld states "dissevered, discordant, billigerant" meet in the clash of arms, when the conflict came which the immortal Webster had foreseen with prophetic eye, then his glowing words, feebly comprehended in their youth, came back to them freighted with a world of meaning; and they were thus prepared in the shock of battle to usher in the day to which he looked forward with patriotic hope—the day we now live in—

"With Freedom's soil beneath our feet,
And Freedom's banner floating o'er us."

And for this great conflict of ideas, think you, was their study in school no fitting preparation? And for the bloody battle, the camp, the bivouac, the weary march, was their tramp to school and their war with the elements, no useful training?

In these days most children are thought to be too feeble to go to school in a storm. Instead of the little red school-house on the hill, they have palaces of pressed brick, with furnaces, double windows, and polished desks; and when it rains, the storm signal stops the school. We do not recognize the probability of physical hardihood; and we do too little to develop it.

No more do we recognize intellectual vigor—brains—in the child; and many of the recent methods of teaching do not stimulate the growth of mental fibre. To begin with, the kindergarten is an attempt to systematize play, and by a species of legerdemain to get from play the discipline of work. But play, useful and necessary as it is, is spontaneous activity: and it ceases to be play when reduced to a system. The child needs work, easy to be sure, but work. Is there not ground for the suspicion that a child, left alone to play with his father's boots for horses, a chair for a carriage, and a string for the lines, has developed greater mental activity and power in the exercise of a constructive imagination, than he would acquire in the same time in the kinder-

garten with the scientific teaching and the succession of "gifts?"

Next object-teaching comes in and entertains the child through the senses; as if the senses were all-important, and the brain non-existent or not to be disturbed. But the sense perceptions predominate in the child; his whole life before coming to school is made up of them. It is not these that need stimulating, so much as the mental activity to which they ought to lead. The objective method is good, even indispensable, in due proportion; but the tendency is to so emphasize it as to neglect the brain, which most needs and has less of the training. Continued beyond the proper point, it clips the wings of the imagination, and stunts the mental growth.

When we come to reading, the methods are simplified to the last homeopathic dilution. The simplest word is illustrated by a picture of the most familiar object—a cat; and from this we advance by imperceptible gradations, interminably. This elementary process is good for a start; but it should be dropped very early—as soon as the child gets a notion of what reading is. There is a presumption that the child has brains, and that he can soon see through so simple a process.

And spelling is tabooed by many "progressive educators," especially the spelling-book; as if it were too great a tax upon the "gray matter," for the child to learn to spell a word which he has not used!

In number, objects and pictures are used, in many of the highly elaborated text-books, to such an extent that any one of the higher orders of domesticated animals ought to learn the elementary processes of arithmetic in less time than is assigned for the average child. I am not objecting to these ingenious methods, at the beginning; but they ought to be dropped at the earliest possible moment, so that the child may be compelled to employ his own activity—to use his brain; for, let it not be forgotten, the child is presumed to have brains.

In the study of language—for grammar is a term not to be tolerated till the age of adolescence—the simplifying process has eliminated everything above mere childish twaddle. Nothing beyond the child's limited comprehension is to be placed before him. The geography is made as familiar as the school-yard. The supplementary reading is, much of it, written down to the child's low level. Finally, the text-book is abandoned; and the teacher, laced in corsets of snug-fitting programs and definite directions, is set up to talk, talk, talk. School must be made interesting. The children must not be overworked, you know.

And furthermore: Not content with this careful avoidance of everything which may tax the brains of children, a new sect has arisen who clamor for the substitution of hand-training to take the place of brain-culture. So careful are they not to interfere directly with the brain, that they aim to cultivate it at arm's length—through the hand!

In a monograph on "How to Teach Reading," by G. Stanley Hall (D. C. Heath & Co.), several of the elaborate methods of teaching, reading, and writing are described. This book ought to be read three times by every teacher in the land. He says: "While a good pedagogic method is one of the most economic—of both labor and money—of all inventions, we should never forget that the brightest children, and, indeed, most children, if taught individually or at home, need but very few refinements of method like the above. Idiots, as Mr. Seguin first showed, need and profit greatly by very elaborate methods in learning how to walk, feed, and dress themselves, which would only retard the normal child."

From a set of text-books which might easily be selected, the inference would be unavoidable that idiots, and not normal children, are supposed to fill our schools.

It is refreshing to note, however, that a reaction from this vicious tendency has already begun. Especially such books as "Classics for Children" (Ginn & Co.), and the admirable series by Houghton, Mifflin & Co., seem to assume that children still have brains to delight in something besides accumulated nonsense. It goes without saying, that there are hosts of such books in every branch of study.

Let us turn now from our little school in Maine to the hills of Hampshire county. At a time when boys studied Latin and Greek from the classic writers themselves, instead of bothering their brains with impossible pronunciations, and labyrinthine accents, quantities, constructions, and classifications; with none of the modern pedagogical dilettanteism; when children had a chance to use their brains in learning the science of numbers, without that namby-pamby, wishy-washy dilution of the science seen in so many of the primary lessons and methods of teaching number, which brings it below the intelligence of an ordinarily bright, domesticated monkey; when there was left in the minds of teachers the presumption that a boy could "do" something before he came to school and outside of the school; when there was also a presumption that a child clothed and in his right mind, and standing erect in the image of God, has an organ denominated the brain; when it was assumed that a pupil coming to school knew enough to come in when it rains, and to find his way home; while yet there was left in the school curriculum, either from necessity or from choice, a little time for reflection and thought, and children were expected to think for themselves, and were required to, like our Annie, Sarah, and John, spoken of above; before the Quincy* method had run its rickety race, or the Norfolk county† examinations had startled the then-known world; when teachers had some individuality, and were not expected to fill their little cups daily from the overflowing fountain of the superintendent's ample omniscience, and daily dole it out to the children assembled at their knees;—in that day, near the beginning of the nineteenth century, a boy was born who, at the age of nineteen, wrote a poem

which has also appeared in a parsing-book, in many a reading-book, and on the title-page of Thomas's *Almanac*, where it has been an educational force:

"The hills,
Rock-ribbed and ancient as the sun; the vales,
Stretching in pensive quietness between;
The venerable woods; rivers that move
In majesty, and the complaining brooks
That make the meadows green, and poured round all,
Old ocean's gray and melancholy waste—
Are but the solemn decorations all
Of the great tomb of man."

This was a man who could "do"; he was educated in school without the use of tools. He had brains. If he had been subjected to the most widely-advised modern methods in a school at the age of six years, would anybody have discovered that organ? I didn't think so once; I may be wrong now; but I am coming to fear that if Mr. Bryant, at the age of six years and on, had been subjected to all the fine-spun and long-drawn-out processes of modern schools, it would have spoiled the grandest poet of Nature of our times. I am not claiming that the old schools were altogether better than the new; but there was in them the one thing needful which the new schools are liable to miss, namely: The necessity for thought, and individual self-activity on the part of the child.

Now, let me not be misunderstood. In the kindergarten, in the new methods of teaching, and in the new text-books, there are many invaluable helps. The conditions of our schools are altogether different from the one I have attempted to describe. Modern city life has its advantages, as well as the rural life of the past. Modern society surrounds the child with a different, and sometimes a vitiated, atmosphere; that atmosphere is also, in some ways, inspiring. In so far as opportunity for thought and reflection, for the germinating, so to speak, of ideas, is lost, the tendency is a bad one. And when the science of teaching is carried so far that a method and a plan are substituted for an intelligent, active, interested teacher; when the mental pabulum is chopped up so fine, and stewed into a porridge, so that the child has nothing to do in masticating it or digesting it, then we want less science and more actual teaching—which implies work on the part of the child. Why, I have sat an hour at a teachers' convention, and listened to an elaborate disquisition illustrated by diagrams on the black-board, to show the psychological and pedagogical significance of this or that curve in teaching penmanship; and it would not surprise me if the General Court should be urged, by a "member of the Board of Education," fortified by a resolution of this convention, to enact a law requiring all cities of 50,000 or more inhabitants, to make penmanship a prime study in the normal and high schools, especially in the evening high schools! Instead, now, of any educational significance in penmanship, it is a mere knack, dependent upon careful practice, and not too much work, which spoils the handwriting of many men.

The first ideas of number undoubtedly come from material things; but the science of computation is abstract; and the power of abstract thought is in the mind of every healthy child; and it should be discovered as soon as it shows itself, and be brought into activity. Whatever may be true of most of our early conceptions, coming from the senses, mental activity is something beyond the senses. Can the conception of right and wrong, of justice, of virtue, be derived from the senses? No.

I tell you what it is, fellow-teachers, there is a presumption at the start that the child has brains. It is safe, also, to assume that he has used that organ to some extent, and in more directions than one, before coming to school; and he must be compelled to use it again, and to use it constantly. This presumption will enable you to skip many of the methods, and to lighten and shorten your work. And in the rare instances where the presumption does not hold—and in so far as the presumption does not hold, you still have the elaborate methods "adapted to idiots."

And there is another presumption of brains, namely: in the teacher. A teacher with brains and pupils with brains, we have a right to expect; and if we do, we may save ourselves some of the labor. For example, the superintendent need not feel obliged to mark out, from day to day, all that every teacher in every school is expected to do with every child. The teacher is presumed to have brains; the child is presumed to have brains. Let them be used. That is the way the schoolmaster at Cunningham did, and we have had a Bryant. That is the way the master did in the school I have described; and Sarah and Annie, Delia, Louisa, Nellie, and Lydia, and John, James, and William were the better for the study of Milton and Bryant, Prescott, Irving, Webster, Burke, and Macaulay.

*Quincy. A sort of educational New Jerusalem in the eastern part of Massachusetts, where the messiah of a new school dispensation flourished about the year 1874. By the gospel of this new method, there was to be no grammar, no arithmetic, no geography;—nothing but language, and number; and, for geography, mountains, continents, and islands, actually made by the children themselves. In sad; no dry and lifeless study by pupils; the teacher, like the invisible and all-pervasive forces of nature, as seen in the spring-time, by the attractive force of a charming spiritual activity, was to entice and coax out the buds and leaves of intelligence; and there was to be new heavens and a new earth.

†Rickets. A disease characterized by a bulky head, crooked spine, and limbs, enlarged and spongy articular epiphyses, tumid abdomen, and short stature, together with clear and often premature mental faculties.—Webster. With good nutrition, it is said, the patient sometimes recovers.

‡Norfolk County, in Massachusetts. A territorial attachment of Quincy. Examinations were held in the schools of this county, about the time of the epiphany we referred to above, which showed that there were many things which many of the children did not know. The result was printed in a book of 500 pages or thereabouts, with fac-similes of the handwriting, the spelling, &c., of little boys and girls. This furnished a chart background for the Quincy picture. The state spent \$5,000 to distribute these pamphlets.

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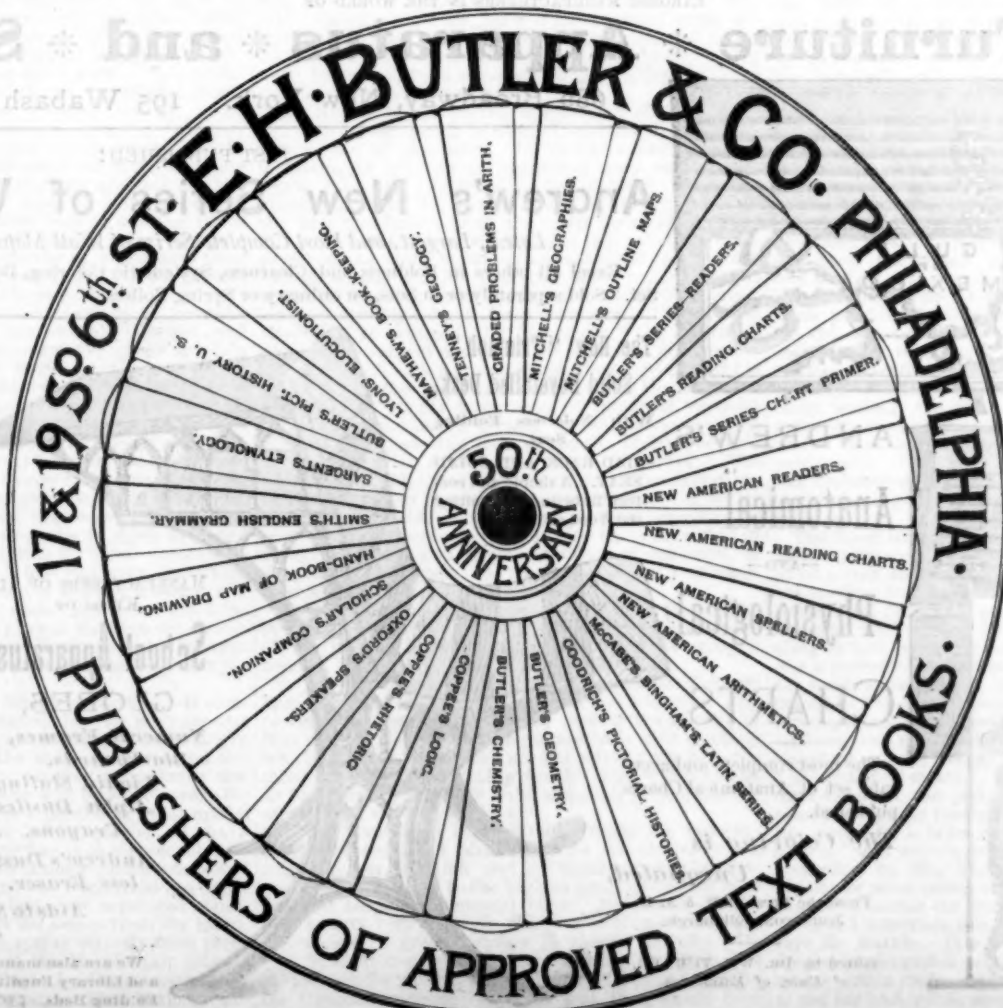
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ANSWER TO "PRESUMPTION OF BRAINS."

BY COL. F. W. PARKER.

The poetry is excellent; it is classic, and will always remain so. The lesson is excellent, too. Any lesson is commendable that leads to an earnest attempt to comprehend noble thought; but whether or no it is possible for pupils to be "plumped" into the abstract is a much mooted, and not a fully decided, question in psychology. Again, "Golden panoply," "refulgent host," "coasts," etc., are sometimes called concrete; at least it could be argued that these words recall products of the senses. A speaker generally has a very appreciative audience when he refers to the "good old times of the fathers, or the pure politics of Adams, Jefferson, and Jackson." The old school-house is sure to come in for a full share of praise, and it is not an uncommon assertion that our country schools of yore presented better advantages for education than do the schools of the present time. It happens that it was my fortune to be a pupil in a country school more than "forty years" ago; thirty-three years ago I taught a typical country school near the place where Daniel Webster was born. Perhaps my evidence may be taken with that of my friend, Mr. Marble. "The master of the school on Corser Hill was ignorant of methods; he had not studied psychology." After thirty-three years of teaching and study he may be permitted to look back and make an attempt to analyze the situation. More than sixty pupils in a little, old, unpainted school-house; pupils from four years of age to twenty-five; six pupils who taught school the next year.

What were the attainments of these sons and daughters of New England?

1. As an inheritance from a number of generations, they had received, as no people on earth ever had, strong healthy bodies, strong earnest dispositions to make the best of themselves; inherited tendencies to love God and the right; a love of liberty and instinctive desires to work out their own salvation. Heredity is an important factor in growth—not to be ignored.

2. Not only were they born with a desire to acquire knowledge, but the very atmosphere they breathed in homes, in church, and school was full of unceasing impulses to learn. "Knowledge is power" rang in and through their young brains. Every book that could be procured was read and re-read from cover to cover. Old Father Thomas's Almanacs, piled in the cupboard over the fireplace, and dating back to 1787, were read and re-read, word by word. I know a boy who read Bunyan's "Pilgrim's Progress" once a fortnight for two years. The partisan and sectarian newspapers were devoured, advertisements and all. Truly, those children hungered and thirsted after knowledge.

3. Their sense and science training was not neglected.

They knew and could call by name every tree, shrub, and weed upon the farm; they studied unconsciously their nature and habits of growth. Show them a leaf or bit of bark, and they could tell the tree. They knew every animal, wild or tame, on the farm; insects, birds, where they lived and how they lived. The geography and geology of the farm, the mountains, plains, rivers, and brooks,—all were familiar objects of knowledge. Their senses were developed by "hills rock-ribbed," by "the vales," by "venerable woods," "meadows green," "rivers," "complaining brooks." Colors, forms, sounds, continually recurring, built clear ideas and compact concepts.

4. Every boy could plow, mow, make hay, reap, cradle, hoe, take care of cattle, drive oxen and horses, chop and saw wood, log, make roads, build stone walls, do chores, and so on, to the end of a long chapter. Many girls could do much of the boys' work, but their proper work was about the house. They could cook, make soap, spin, weave, sew, knit, wash dishes, and sweep. Most of them, under excellent training, mastered the sublime art of house-keeping.

5. It is needless to speak of their moral training, and what a great place "duty" had in it all.

What did they learn in school? Arithmetic or ciphering, as they called it, was the great study, and to go through the "rhythmic" was their highest ambition. The work was done by memorized rules, and most of the hard "sums" were worked out by the schoolmaster if he could "do" them. In this, "Presumption of Brains" was wanting. Geography consisted of memorizing facts; such facts as the Great American Desert. We bounded the states and named their capitals. Some genius invented a "New Method,"—a somewhat "rickety" method of half singing the names and capitals of the states, names of rivers, etc. Maine, Maine; Augusta, Augusta; New Hampshire, New Hampshire; Concord, Concord, was vociferated,—a great relief to mentally hungry children. No one dreamed, at least I never did, that the brooks, rivers, hills, and mountains, all around us, had anything whatever to do with Roswell Smith's Geography! Reading was taught by the "a, b, c method," pure and simple; the pen knife, the open spelling book, and the slow and painful enunciation of a, bee, see; then came ba, ba, bi, bi, bo, bog, rag; then baker and brier. Writing began with children nine or ten years of age; pot-hooks, and hangers, and painful copies. Once in a great while a composition was written. Compositions were written in academies, but very seldom in country schools forty years ago. Grammar was generally optional—very few, comparatively, studying it. Out of fifty or sixty pupils not more than a half-dozen took grammar. Mr. Marble has presented the matter in this connection truthfully—Sarah, Annie (it should have been Ann,—ie is a later invention), Lydia, John, and William passed. To put in all the details,

natural philosophy and algebra were studied occasionally by the bright few. But the fact is, there was generally a very small minority who ever attempted anything beyond "readin', writin', and 'rithmetic."

Under the standard of educational attainment in New England towns, a man that could write well and use good English (unless he had taken a collegiate or at least an academic course) was looked upon as a wonder; he was generally chosen town clerk or orderly sergeant of a militia company; as for figuring much—the squire generally did that. I have tried to be truthful in this brief description of the people of New England and the schools forty years ago. Mr. Marble, with most faithful intention, has drawn a very partial picture. Had he not lapsed from poetry, or had he continued in his brilliant line of description, the lecture might not have received so much applause and commendation. Still it would have been a genuine success.

His comparisons, to say the least, do not "plunge" us "plump into the unknown," but they do plunge us into grave doubts.

Here begin the fun, the sarcasm, the rich and varied humor. Something to make us laugh, you know. "And he had no handicraft in his school." "There is education but by doing, you know." No school in the world has yet produced the hand-skill that those boys and girls acquired on the farm and in the farm-house. The question to be met by educators is: Was that hand-work a factor in the education of the pupils of forty years ago? No sneers, sarcasm, nor rich humor, should be admitted into this discussion of the educating influence of honest labor. Let the thousands of successful merchants, statesmen, inventors, lawyers, ministers, physicians, in this country, rise and testify where they got the real, fundamental education that led to their greatest success. Nine out of every ten would say: I got my brain power by hand-work, either on the farm, or in the workshop. Psychology teaches that individual, concrete concepts form the indispensable basis of all mental action, and the compaction, the firmness, the consistency, of such concepts depend largely upon the reflex action of hand-work. The hand made the basis of the brain. The quality of hand-work determines largely the quality of the brain. It is at least an open question.

It is unforunate to take the strongest race of men that ever lived, who worked with their hands "from the cradle to the grave," as an argument against manual training. Suppose the same teaching that Mr. Marble describes were to be given to boys and girls who have no manual training at home! What would be the result? Our schools are filled with such boys and girls, many from homes in which hard labor is despised, others from homes in which there is nothing for children to do, homes of poverty. Shall we feed such children upon the "ethereally abstract?" Shall we "plunge

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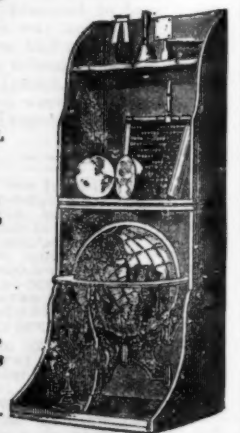
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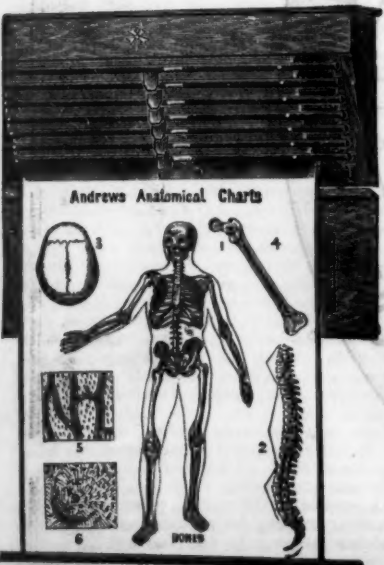
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them plump into the unknown?" Manual Training presents to all who have the welfare of the race at heart a serious, sober, honest, and vital question. Labor is fast being relegated to a "laboring class." The history of the world shows conclusively that any class which, for a few generations, gives up hand-work or its equivalent sinks into weakness and decay, physically, mentally, and morally. Whether manual training is an element in human development is one question; whether it can be profitably introduced in common schools, another; but to attempt to ridicule it out of the thoughts of the teachers of this country does the question and the speaker great injustice. To meet it with sneers is strictly following the traditional way of meeting all reforms. It should be met with honest, sober, and profound reasoning—reasoning worthy of a graduate from a Maine country school; for, you know, if those schools taught anything, they taught boys to think.

Mr. Marble makes an almost inexcusable mistake when he limits doing to hand-work. "Bright-eyed Sarah," "Annie," et al., were not doing anything when they were thinking!! They were not doing anything when they were enthusiastically engaged in oral discussion!! Studying is not doing, ergo, it is doing nothing—and thus by doing nothing we acquire knowledge and gain power. A superintendent of one of the finest cities in America, a man of great influence, one who holds the destinies of thousands of future citizens in his hands, stands up repeatedly before large audiences of intelligent teachers and gravely proposes that when "bright-eyed Sarah" is hard at work parsing, she is doing nothing!! "How trenchant!" "how cutting!" "how profound!" "Learning to do by doing" has one very important application. All voluntary mental activity is doing, and "the things which must be done" are those which induce at each stage of human growth the highest possible form of human development. Each mode of thought expression is an essential means of essential doing—thinking.

Mr. Marble's theory of the senses is startling. It completely overturns all psychological theories, both ancient and modern. He makes a very curious and exceedingly novel distinction between the sense products and the brain products; and again another remarkable distinction between mind culture and brain culture. He should give to the world this new psychology that makes brain growth distinct from sense growth. I have searched in vain for anything like it in mental science. Countless are the differences among philosophers and students of psychology, but no one from Aristotle down to the Worcester superintendent ever separated sense-growth from brain-growth, or the senses from the brain. As all the laws of pedagogics spring directly from mental laws, the idiosyncrasies of Mr. Marble can only be accounted for on the ground that he has discovered an entirely new theory of psychology. The brain is the

organ of perception, is Mr. Marble's definition. According to Webster, perception is "cognizance by the senses." Consequently the brain is the organ of sense action, and the essential basis of all higher mental activities; and it follows that all concepts of right and wrong must be derived from sense products, Mr. Marble to the contrary, notwithstanding.

Mr. Marble compares the school-work of forty years ago with "more recent methods," very much to the disparagement of the latter. He is bitter, sarcastic, and unsparring in his attacks, lightening them only with a slight shade of compromise, for instance: "In the kindergarten, in the new methods of teaching and in the new text-books, there are many invaluable helps." His line of attack has one basis, to wit: that the brain power of the child is not used economically and to the fullest normal extent—that the brain action brought about by teaching is inferior to the standard of excellence in country schools forty years ago. "Methods of teaching," according to Dr. Hoese are, "the principles of adapting subject matter to the capacities and powers of the pupils." By a true method, the subject taught is presented to the pupil so as to arouse in the most economical, and at the same time in the most vigorous manner the action of certain mental laws—laws by which the subject—the external truth—is changed into knowledge, that knowledge which is power. The method of teaching a subject covers its entire adaptation, from initial step to complete apprehension. A device may be an element or factor in a method bringing into action some subordinate law; it may be an inflection of a method suiting a particular condition of one pupil, or a number of pupils. A true method has two characteristics:

1. It presents no obstacles not inherent in the subject taught and consistent with the most economical action of the mental laws by which the truth is comprehended.

2. The presentation of the truth to be mastered should keep the mind up to its highest normal activity. Any power of the mind is enhanced only by the activity of that power. Hence, anything in methods or in teaching which prevents the highest normal activity weakens the mind. "Never do anything for the child which he can do for himself" is a safe rule, although it has, like all other rules, some exceptions.

These statements concerning methods are substantially accepted by all educators. No one denies that a child's power to think and act should always be exercised in studying up to the highest point consistent with physical health and mental vigor. Mr. Marble thinks and asserts very strongly that, "recent methods" are the cause of a great decrease in mental activity. He may be right concerning some unnatural methods, but he does not discriminate carefully; he heaps and huddles the "recent methods" together and then pours over

them the vials of his wrath. Recent methods in reading excite his contempt and arouse his richest humor, and most severe sarcasm. He should have compared the old and the so-called new. He should have shown by careful exposition of principles and mental laws that the pen-knife and the vertical columns of small and capital letters, the painful repetition of syllables, the spelling and drawing of a sentence, arouse more and better brain action than do a judicious combination of the object, sentence, word, and phonic devices. He should have proved that the law of association by which every word must be learned, is stimulated in the best possible way by the pen-knife, the column, the isolation, the spelling, and the drawing. Here is a profitable task for his trained brain—to prove by cogent reasoning the sound principles which underlie the one method and overthrow the other. Following this line he could help us out of much difficulty by a profound psychological discussion of the differences between, on the one side, learning tables of figures by heart, memorizing rules and definitions, and getting the teacher to perform all the hard sums; and, on the other, learning the four operations in arithmetic simultaneously, leading the child to discover every fact and rule for himself, training him to make his own tables, and to work out without direct help every problem in arithmetic. Here is another chance for sound logic but unfortunately no chance for sarcasm, or brilliant heat-lightning-like fancy to dazzle the eyes—and strike nothing.

The finest bit of sarcasm is found in the paragraph upon spelling—"especially the spelling book," as "too great a task upon the gray matter." The influence of the spelling book upon the "gray matter" should be the subject of profound psychological study. From the tenacity with which Mr. Marble and his co-believers cling to that venerable book, one is bound to infer that it is a powerful brain stimulus. It is to be hoped that the presumptuous logic these gentlemen use cannot be traced to the enhancement of the gray matter by the prolonged use of the spelling book stimulus. The spelling book does not cultivate the imagination surely, that imagination which leads up to a comprehension of the "ethereally abstract" in Milton; it cannot operate directly upon the judgment, nor can it be a primal source of logic or reasoning; it surely cannot be training the senses, for it taxes the "gray matter"; and "gray matter" and sense-training have nothing in common, according to Mr. Marble's new psychology. What faculty or what power does the spelling book develop as it goes on taxing the gray matter?

"The kindergarten is an attempt to systematize play," says Mr. Marble. This is not a comprehensive definition, for the kindergarten proposes to train every child who comes within its loving arms, to work, to love work, and to put his brains into work. Play is but the preparation

for work; it is God's method of beginning work. Plato says in his "Laws":

"Play has the mightiest influence on the maintenance and non-maintenance of laws; and if children's plays are conducted according to laws and rules, and they always pursue their amusements in conformity with order, while finding pleasure therein, it need not be feared that when they are grown up they will break laws whose objects are more serious." And again, in his "Republic": "From their earliest years, the plays of children ought to be subject to strict laws. For if their plays, and those who mingle with them, are arbitrary and lawless, how can they become virtuous men, law-abiding and obedient? On the contrary, when children are early trained to submit to laws in their plays, love for these laws enters into their souls with the music accompanying them, and helps their development."

Mr. Marble's argument is, if we may call it an argument, that spontaneous activities should be left to undirected action. Another dogmatic statement might be made with more apparent truth in it. Spontaneous activities are the only safe indications in little children of that which should be systematized into educative work. The only education in this world that has any claim whatever to be called *new* is Froebel's kindergarten. It has its doctrines and its practice; its doctrines are profound and far-reaching; they embrace the whole nature of the child; its design and the outworking of the design; the possibilities for growth and their realization in power. Froebel's theory applies, not only to the education of children, but to all humanity. Its practice has fairly begun in this country. Noble women, like Mrs. Shaw in Boston, Miss Blow in St. Louis, Mrs. Blatchford, Mrs. Fowler, and Mrs. Kelly in Chicago, Mrs. Peel and Mrs. Woods in Indianapolis, and, last, but not least, Mrs. Cooper, Mrs. Marwedel, and Mrs. Wiggin, in San Francisco, are collecting thousands of waifs, God's little ones sunk in poverty and misery. They have comfortable rooms, are fed, washed, brought to play, to love each other. They are saved from poverty, misery, and crime; saved to become helps, rather than hindrances, to society and civilization. There, love has its perfect work, charity its highest mission, education its true application. For a man like Mr. Marble, with his great, child-loving heart, to stand up—before audience after audience—and, with a word, drive this saving and saint-like work from the thoughts of those whose mission it is to save mankind, is a very sad spectacle, to say the least.

The noted parsing lesson, Mr. Marble informs us, took place "before the Quincy method had run its rickety race." Yes, at the time Sarah parsed, Francis, the Quincy superintendent, was parsing from Weld's parsing book, in a country school in New Hampshire. Mr. Marble rises to the climax of humor in the note on Quincy. Humor consists in making broad and incongruous contrasts. The contrast here is between truth and fiction. The sand is the grain of truth; the rest, it is needless to say, is purely fictitious.

Probably no document ever stirred up such a genuine and lasting spirit of investigation as did the Norfolk county report of examinations. The name of Geo. A. Walton, the examiner, is enough to warrant its sterling honesty, truthfulness, and worth. The grand old commonwealth of Massachusetts never spent \$5,000 for a better purpose. A late report upon the "Progress in Teaching in Massachusetts," abundantly testifies to this. Mr. Marble seems to be a spiritual descendant of those schoolmasters who fiercely attacked the Boston examination of 1845—an examination which will richly repay any student of the school work of forty years ago. A Boston report of 1845, signed by Theophilus Parsons, S. G. Howe, and Rollin H. Neale, says: "The method pursued in most of the schools is to drill into the memory of the pupil all the definitions and rules of the text-book, before he has learned their power and application, and then set him to parsing. Thus the memory is burdened with unintelligible rules, and the mind fettered with a cumbrous machinery, which the annoyed and tasked scholar knows not how to employ." "Your committee have sometimes been amazed to find that pupils could read, with tolerable emphasis, tone, and feeling, whole stanzas, of which they did not understand the metaphors, the leading ideas, or the principal words." Here truthful history comes in laden with facts in regard to the "presumption of brains" forty years ago.

Evidently Mr. Marble's mistake is a lack of discrimination between methods and teaching. Methods should be the adaptation of subjects to mental laws, and cannot be profitably discussed except by thorough presentation of the laws with the principles, and by a comprehension of the nature and use of the subjects taught. Simple, dogmatic statements and ridicule are exceedingly unprofitable, and wholly unworthy of the great dignity and responsibility of our calling. All teachers are more than liable to make mistakes—to make grievous faults. There is no excuse nor refuge for us, except in an unrelenting search for the everlasting truth. This charging to a method the ignorance, lack of skill, and individual faults of teachers, is very common. There are many teachers who fully appreciate such efforts; it takes the burden of bad teaching off their shoulders, and puts it on the shoulders of an innocent method. The best method, failing in skill, is far worse than the poorest method used by an earnest, child-loving teacher. The former may lull all brain activity to rest while the latter will arouse a high degree of attention and concentration.

Object teaching—which, by the way, is a means, not a method—is fundamentally indispensable to the development of brain power; but to use objects when the mind can act upon clear concepts of the subjects in hand without them, weakens the mind by demanding a lower grade of mental activity than it is possible for pupils to use. A method can only point out in a general way this all-important fact. The keen-eyed teacher must watch for the infallible signs of growth in each pupil, in order

to change the means, as power increases. The silly work with objects in number, reading, language, geography, is directly traceable, not to method, but to lack of insight on the part of teachers. It is not method which leads teachers to open the flood-gates of perpetual talk; it is the failure of teachers to comprehend the spirit and meaning of methods.

Mr. Marble ridicules modern text-books—says that they are wishy-washy dilutions, etc. Book-publishers are argus-eyed in the matter of demand for changes of text-books; they are anxious to sell their wares, for which no one can blame them. First of all, they ascertain what teachers can and will use. They care not for methods, but are alive to teaching-power and skill, which makes a market for their books. They are equally alive to lack of skill, and again cater to demand. If they take an advanced step the books lie unsold on their shelves. If the teaching is "wishy-washy," if it is the presumption of idleness forthwith come the books, adapted to the range and skill of "wishy-washy" teaching. Not forty nor even fifteen years ago would a publisher risk a book upon pedagogics, except, perhaps, as an unprofitable tender in itself to text-books. Within five years, D. C. Heath, Ginn & Co., E. L. Kellogg & Co., and C. W. Bardeen have published more books on the science of education than were published in English in all the previous ages. Has this flood of pedagogical lore produced the terrible result so mournfully and mirthfully depicted by Mr. Marble? Does study of psychology and the principles of teaching lead to this woeful degradation?

Should Bain, Quick, Fitch, Johnson, and Payne, stop writing, in order to allow a relapse into former, forty-years-ago excellence? Why is it that teachers like Brother Marble and myself, taught by the brain arousing, mind-stimulating, presumption-of-brains method of forty years ago, can be led into the wishy-washiness of to-day? Is it the sad result of "recent methods," or older brains? "The child is the father of the man," and former methods, the parent of recent ones.

There is, to all human appearance, only one way out of this tenuous talk, this feeble dogmatism, this sneering sarcasm, whose utter obscurity and rickety logic is lighted with occasional flashes of humor, and that is, a close, persistent, unrelenting study of psychology and pedagogics; by broad, fair discussions of principles; by granting one's own honesty of purpose to others. Fair, honest argument alone should be allowed. That paper, lecture, or book, no matter how many errors it may contain, which arouses in teachers a strong desire to learn more of the nature of the child, more of the means of growth, more of the immense responsibility of living and teaching is *good*—and that lecture, no matter how powerful its diction, how much applause greets it, how "trenchant" it may be, which attempts to throw off the burden of the teacher's responsibility upon methods, or upon anything except the teacher's own skill, is decidedly bad and harmful; it stops study, and lulls teachers to stupid rest.

Mr. Marble delivered this lecture in my native state, in the city where I was born, in which I studied and taught. I know the situation—the boys and girls of forty years ago, that race of moral giants, became the seed-corn of salvation all over our broad republic. Where I had sixty stalwart pupils thirty-three years ago, there are now possibly four or five; farms deserted, school-houses with only a few children, and they mostly of another race. By the rushing streams, that of yore brought the farmer's salmon, shad, and alewives, stand the smoking, soulless factories; surrounded by communities eager for gain; filled with men, women, and children; where heredity, during the long ages, has been ignorance and superstition. Oppression has crushed out the impulse to gain freedom, born and bred in every son and daughter of New England "forty years ago." Parents look upon their children as legitimate sources of gain; and, in spite of the law, too often put them to looms and spinning-jennies as soon as they can earn a dollar. If they send them to school, it is because they must, or from a dim idea that learning may make them more efficient as bread-winners. These children, and there are millions of them, are to have in their power the weal or woe of this mighty republic, that stands in the forefront of the world's progress. Teaching a child means, in a real and awful sense, the welfare of the "millions yet to be." The old muzzle-loading, flint-lock queen's arms, carried the new-born republic bravely through the slight skirmish (comparatively) of the Revolution; but it took Gatling guns, repeating rifles, and monitors for the greatest civil war that ever darkened the earth.

For souls eager and longing to be free, Webster's Spelling Book, Pike Daboll, and Malte Brun were an effective means; for souls weighted with the sins, tyranny, ignorance, and oppression of centuries, a higher, more efficient, more scientific means must be sought. Sequin was right, the lower the degradation of the human being, the higher and better must be the educating art to elevate it.

Here is a man with a face and form like Apollo, learned, a teacher of long experience, a superintendent among the noted of the land, a man, in a word, of great influence, upon whose shoulders rests an immense responsibility, facing the teachers of New Hampshire and discussing a question of the highest and most vital interest to the brave old state, while the audience hangs upon the wisdom of his lips, deliberately states that *most* if not all the prominent "recent methods"—products of long and profound research on the part of men who have devoted their lives to the study of education—are substantially worthless.

He derides the study of psychology, and indirectly the idea of trained preparation for teaching; he points to the teaching in the schools of forty years ago as vastly superior in the generation of brain power. The inference is plain. Most of his audience know by actual experience, for in the country the methods of forty years ago

are largely the methods of to-day, just what the speaker so graphically describes. I can hear the long-drawn sighs of complete satisfaction coming from the breasts of his listeners. "It's all right, new methods are humbugs, the superintendent of Worcester says so. Begone, you Quincy nightmare! Away Oswego! Vanish Cleveland! No study is necessary. Let us go back and turn the well-worn crank as before. Long live Marble—the defender of the old faith, and the faithful of the old!"

I know one teacher who for twenty-five years has sedulously taught the names of the counties and shire towns of New Hampshire, as a prime means for brain development; another who drills upon the a, b, c; and another who crams words, learns pages, prepares for examinations, without even so much as a thought of study or change. Back they go to prepare souls for the struggle of life, and the bliss or woe of immortality, by *grind, cram, and drill*, their own souls contracting, shriveling, and narrowing as they continue their degrading work. "Recent methods are humbugs," "you are all right," "go on," is the essential, plain, awful lesson of the lecture.

One and all of Mr. Marble's criticisms, with the exception of those on the kindergarten and handicraft, are applicable to teaching, not to methods; they are as applicable to the teaching of forty, or even fifteen years ago, as to-day; they are the common and perpetually recurring faults of teaching from the beginning; they can only be banished by that enhanced skill which results from the application of true principles. Errors which Mr. Marble charges to methods, should be charged to teachers and teaching. To accuse teachers of unsuccessful attempts in the use of methods, would raise a storm of adverse criticism; it is more popular and far more pleasant to put the burden upon the "silent partner" up-stairs. In comparing the former "Presumption of Brains," with the present non-recognition of brains, Mr. Marble has made a complete failure—the part of Hamlet is left out. Let us sum up some of the presumptions of the present day.

1. It is presumed that the child has the brain power to read without wading through the names of the letters and the ba, be, bi, bo, bu, as I have already intimated.

2. That a child can profitably read in school more than one small book in the year.

3. That he need not wait until the study of grammar begins, before beginning the study of literature; that literature can be made a prime factor in school work from beginning to end. Just such work in kind as Mr. Marble describes in his famous lesson on Milton, aside from the mere technical terms, is done all over the country, from the primary grades to the college. Bright-eyed Sarah and her mates were properly high school pupils; no one objects to grammar above the grammar grades.

4. Children, forty and even fifteen years ago, in New England, were not taught to write until eight, nine, and sometimes ten years of age, and then they struggled with fearful pot-books and hangers. Now the presumption and the fact of brain power is that children can learn the second great mode of thought expression on entering school at five or six years of age.

5. The third great mode of expression—drawing—was almost utterly ignored forty years ago.

6. The same can be said of singing.

7. Arithmetic.—Warren Colburn's wonderful book was the beginning of a great reformation in teaching, a reformation not yet fulfilled.

8. It is now presumed that every child can study elementary science in school. The only presumption left for the old-timed schools is the presumption of heredity and excellent home training—the best kind of handicraft.

Mr. Marble's logic in regard to Bryant is unique. After quoting "The hills rock-ribbed,"—a stanza all saturated, seasoned, and made glorious by sense products, worked into beautiful imagery, Mr. Marble gravely says, "He was educated without the use of tools. He had brains." "I am coming to fear that if Mr. Bryant had not been subject," etc., "he would not have made the greatest poet of our times." That is, the old time teaching made Mr. Bryant. Several very reasonable inferences may be constructed on the same logical basis. If Mr. Bryant had not the blood of "families" as Alden, Ames, Harris, Hayward, Howard, Keith, Mitchell, Packard, Snell, Washburn, and connected through them with several of the pilgrims who landed from the Mayflower, he might not have made the grandest poet. If Mr. Bryant had not been born in a log-house and had not been subject in early life to manual labor, he might not have made the grandest poet. If Mr. Bryant had not had nearly perfect sense training in the fields, woods, and mountains of Hampshire county, he might not have made, etc. The thought will come; had Mr. Bryant had kindergarten training under Madame Kraus and had attended Mr. Marble's best school in Worcester—he might possibly, you know, have made a better man and perhaps a stronger poet.

I make this criticism on Mr. Marble's lecture not because the "Presumption of Brains" has any logical strength, but solely on account of the bad influence such illogical creeds have upon the art of all arts—the sublime art of teaching. At a time when all teachers should honestly, earnestly, and persistently search for the truth; when each should frankly criticize the other upon principles alone, there is no room for scoffs. Honest investigators, earnest, profound thinkers, and frank, generous, and withal severe critics, are absolute necessities to all progress in education.

Nehemiah, with his compatriots, tried to rebuild the fallen walls of Jerusalem. Here is the story:

"But it came to pass that when Sanballat heard that we build the wall, he was wroth and took great indignation and mocked the Jews.

And he spake before his brethren and the army of

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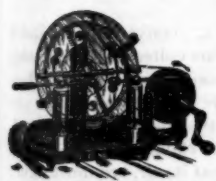
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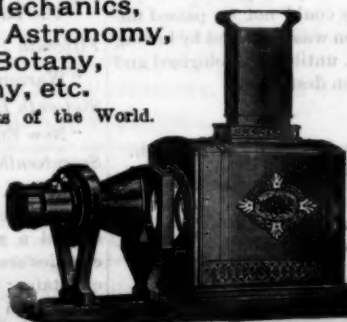
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Samaria, and said, what do these feeble Jews? will they fortify themselves? will they sacrifice? will they make an end in a day? will they revive the stones out of the heaps of the rubbish which are burned?

Now Tobiah the Ammonite was by him, and he said: 'Even that which they build, if a fox go up, he shall even break down their stone wall.'—Nehemiah iv., 1-3.



First Pupil—

We are proud, as Americans, to celebrate to-day the birthday of a great and glorious nation. Although Plymouth Rock may justly be considered, so to speak, the corner-stone of our country, and we would duly honor the sentiments and deeds of our brave Pilgrim forefathers, yet we would date the beginning of our nation as a republic from July 4, 1776, when she threw off the yoke of the mother country, and became a free and independent people. Let us, as we recall the history of this event and the brave words and deeds of the founders of this republic, be led to love our country more, and prize the blessings and privileges with which, as freemen, we are so abundantly supplied.

Second Pupil—

RECITATION—"Our Country," by Wm. J. Peabody.

Our country! 'tis a glorious land!
With broad arms stretched from shore to shore,
The proud Pacific chafes her strand,
She hears the dark Atlantic roar;
And, nurtured on her ample breast,
How many a goodly prospect lies
In Nature's wildest grandeur dressed,
Enamelled with her loveliest dyes!

Rich prairies, decked with flowers of gold,
Like sunlit oceans roll afar;
Broad lakes her azure heavens behold,
Reflecting clear each trembling star;
And mighty rivers, mountain-born,
Go sweeping onward, dark and deep,
Through forests where the bounding fawn,
Beneath their sheltering branches leap.

And cradled 'mid her clustering hills,
Sweet vales in dream-like beauty hide,
Where love the air with music fills,
And calm Content and Peace abide;
For Plenty here her fullness pours,
In rich profusion o'er the land,
And sent to seize her generous store,
There prowls no tyrant's hireling band.

SONG—"My Country 'tis of Thee."

Third Pupil—

Unjust measures of Great Britain towards her colonies in America, dating back many years, led to the long war which cost millions of dollars, and the lives of thousands of brave men. Reluctant to fight against their mother-country, they were finally compelled to

choose between war and a weak submission to a tyranny which would make them almost slaves.

Fourth Pupil—

The expenses which Great Britain had incurred in the French and Indian War, greatly increased her national debt; and the British ministry, asserting that this had been done in defending their American possessions, proposed to lessen the burden by taxing the colonies. In pursuance of this proposition the *Stamp Act*, which was one of the immediate causes of the war, was passed in 1765. The effect of this was to excite a great storm of indignation throughout the colonies, the people of which opposed all measures of taxation, on the ground that they had no representatives in the British Parliament.

Fifth Pupil—

When the bill was brought into Parliament, the ministers and particularly Charles Townshend exclaimed: "These Americans, our own children, planted by our care, nourished by our indulgence, protected by our arms, until they are grown to a good degree of strength and opulence, will they now turn their backs upon us, and grudge to contribute their mite to relieve us from the heavy load which overwhelms us?" Col. Barre caught the words, and, with a vehemence becoming a soldier, rose and said:

"Planted by your care! No! your oppression planted them in America. They nourished by your indulgence! They grew by your neglect. They protected by your arms! They have nobly taken up arms in your defence, have exerted their valor amidst their constant and laborious industry, for the defence of a country, whose frontiers, while drenched in blood, its interior parts have yielded for your enlargement the little savings of their frugality and the fruits of their toils. And believe me, remember I this day told you so, that the same spirit which actuated that people at first, will continue with them still."

Sixth Pupil—

The night after the act was passed, Dr. Benjamin Franklin who was then in London, wrote to Charles Thompson, afterwards secretary of the Continental Congress: "The sun of American liberty is set; the Americans must light the lamps of industry and economy." To which Mr. Thompson answered: "Be assured we shall light torches of quite another sort," thus predicting the convulsions which were about to follow.

Seventh Pupil—

The effect of the opposition by the colonists was felt in England, where a small party in Parliament upheld the colonists. In the House of Commons, William Pitt uttered the memorable words: "The gentleman tells us that America is obstinate; America is almost in open rebellion. Sir, I rejoice that America has resisted! Three millions of people, so dead to all the feelings of liberty as voluntarily to submit to be slaves, would have been fit instruments to make slaves of all the rest."

Eighth Pupil—

The Stamp Act was repealed, but two years after a tax was imposed on the tea imported from England into the American colonies, and again the indignation and opposition of the people were aroused. It led to what is called in history the "Boston Tea Party," when a number of patriots disguised as Indians boarded some British ships lying in Boston harbor, which contained cargoes of tea, and breaking open the chests threw them into the water. On their way home the party passed a house at which Admiral Montague was spending the evening. The officer raised the window and cried out: "Well, boys, you've had a fine night for your Indian caper. But, mind, you've got to pay the fiddler yet." "Oh, never mind," replied one of the leaders, "never mind, squire! Just come out here, if you please, and we'll settle the bill in two minutes." The admiral thought it best to let the bill stand, and quickly shut the window. However, the tea party could not be passed unnoticed by England, and Boston was punished by having her port closed to commerce, until she apologized and paid for the tea which had been destroyed.

Ninth Pupil—

RECITATION—"Revolutionary Tea." By Seba Smith.

There was an old lady lived over the sea,
And she was an Island Queen;
Her daughter lived off in a new country,
With an ocean of water between.

The old lady's pockets were full of gold,
But never contented was she;

So she called to her daughter to pay a tax
Of "thrippence" a pound on her tea.

"Now mother, dear mother," the daughter replied,
"I shan't do the thing that you 'ax';
I'm willing to pay a fair price for the tea,
But never the thrippenny tax."

"You shall," quoth the mother, and reddened with rage,
"For you're my own daughter, ye see;
And sure, 'tis quite proper the daughter should pay
Her mother a tax on her tea."

And so the old lady her servants called up
And packed off a budget of tea,
And, eager for thrippence a pound, she put in
Enough for a large family.

She ordered her servants to bring home the tax,
Declaring her child should obey,
Or, old as she was, and almost woman-grown,
She'd half whip her life away.

The tea was conveyed to the daughter's door,
All down by the ocean side,
And the bouncing girl poured out every pound
In the dark and boiling tide.

And she called out to the Island Queen,
"Oh, mother, dear mother," quoth she,
"Your tea you may have, when 'tis steeped enough,
But never a tax from me,
No, never a tax from me."

Tenth Pupil—

At one time a British armed schooner the "Gaspé" was stationed in Narragansett Bay to assist the commissioners of customs in enforcing the revenue laws, and the commander annoyed the American navigators by haughtily commanding them to lower their colors when they passed his vessel, in token of obedience. The William Tells of the bay refused to bow to the cap of this petty Gessler. For such disobedience a Providence sloop was chased by the schooner. The latter grounded upon a low, sandy point, and on that night sixty-four armed men went down from Providence in boats, captured the people on board the "Gaspé," and burned the vessel. Although a large reward was offered for the perpetrators, they were never betrayed.

Eleventh Pupil—

One of the leaders was Abraham Whipple, a naval commander during the Revolution. Four years afterward, when Sir James Wallace, a British commander, was in the vicinity of Newport, Whipple became known as the leader of the attack on the "Gaspé." Wallace sent him the following letter: "You, Abraham Whipple, on the 9th of June, 1773, burned His Majesty's vessel, the Gaspé, and I will hang you at the yard-arm." To this Whipple replied:

"To Sir James Wallace, Sir: Always catch a man before you hang him. Abraham Whipple."

Twelfth Pupil—

In March, 1775, in the Va. convention, Patrick Henry electrified the minds of his colleagues, hesitating and reluctant to enter upon a contest with the mother-country, by his brilliant displays of argument and eloquence. "The question before the house," he exclaimed, "is nothing less than freedom or slavery. If we wish to be free, we must fight!—I repeat it, sir, we must fight! An appeal to arms and the God of hosts is all that is left us. Gentlemen may cry, 'peace! peace!' but there is no peace. Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty, or give me death!"

On the 19th of April following, the battle of Lexington occurred, so prophetic were the words of the orator.

Thirteenth Pupil—

"Paul Revere's Ride." By H. W. Longfellow.

Fourteenth Pupil—

"The Battle of Lexington." By O. W. Holmes.

Fifteenth Pupil—

"Warren's Address." By John Pierpont.

Sixteenth Pupil—

"New England." By J. G. Percival.

Seventeenth Pupil—

DECLARATION OF INDEPENDENCE. 1. *Its History.*

On June 7, 1776, Richard Henry Lee, of Va. offered a resolution in Congress, "That these united colonies are, and of right ought to be, free and independent states; that they are absolved from all allegiance to the British crown; and that all political connection be

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tween them and the state of Great Britain is, and ought to be, totally dissolved." John Adams, of Mass., seconded it.

Eighteenth Pupil—

On June 11, a committee of five were appointed to prepare a formal declaration. These men were Thomas Jefferson, of Va., John Adams, of Mass., Benjamin Franklin, of Penn., Roger Sherman, of Conn., and Robert Livingston, of New York. Mr. Richard Lee had been summoned home by sickness in his family, so Thomas Jefferson was appointed in his place.

Nineteenth Pupil—

This committee laid their report before Congress July 1. On the next day, Lee's resolution was adopted. During the third day, the formal declaration was debated with great spirit. This discussion was renewed on the fourth day, and at 2 o'clock P. M., the declaration was adopted by a unanimous vote.

Twentieth Pupil—

Of the proceedings of Congress on this eventful day, no record has been preserved, but Daniel Webster gives what we may well suppose to be a part of Mr. Adams' speech, concluding with this powerful and patriotic language: "Sink or swim, live or die, survive or perish, I am for the declaration. Living, it is my living sentiment, and by the blessing of God, it shall be my dying sentiment. Independence now, and independence forever!"

Twenty-first Pupil—

John Adams has received the title of, "Colossus of American Independence," because of his services in securing its adoption. Jefferson said: "The great pillar of support to the Declaration of Independence, and its ablest advocate and champion on the floor of the House, was John Adams."

Twenty-second Pupil—

2. The leading principles of the Declaration of Independence are these:

That all men are created equal; that governments are instituted for the welfare of the people; that the people have a right to alter their government; that the government of George III. had become destructive of liberty; that the king's tyranny over his American subjects was no longer endurable; and that, therefore, the United Colonies of America are, and of right ought to be, free and independent states.

Twenty-Third Pupil—3. Its Signers.

John Hancock, of Mass., being president of Congress, signed the Declaration first. He is said to have made this remark on his own bold handwriting: "There, John Bull may read my name without his spectacles."

Twenty-fourth Pupil—

When the members were about to sign the Declaration, Hancock is reported to have said: "We must be unanimous; there must be no pulling different ways; we must all hang together." To which Franklin replied: "Yes, we must, indeed, all hang together, or most assuredly, we shall all hang separately."

Benjamin Harrison, of Va., another member of Congress and a heavy man, hearing this remark, said to the slender Elbridge Gerry, of Mass., that, in that event, Gerry would be kicking in the air long after his own fate had been settled.

Twenty-fifth Pupil—4. Its Reception by the People.

The news was received everywhere with joy. In New York, Washington ordered the Declaration to be read at the head of each brigade in the army, and the gilded statue of George III., in that city, was taken down, and the lead of which it was made was converted into musket balls to be used in the Continental army.

In Boston, it was read in Faneuil Hall, and the garrison was drawn up in King Street, which from that moment took the name of State Street, and thirteen salutes, by thirteen detachments, into which the troops were formed, were fired. There were bonfires, illuminations, &c., in many places.

Twenty-sixth Pupil—

The old state house in Philadelphia, where Congress met, is still standing. It is generally known as Independence Hall, though the room in which the Declaration of Independence was adopted and signed, received at first that name. The building was erected in 1755, but its bell-tower was not put up until 1750. A bell

which was imported from England expressly for the tower, was found cracked upon its arrival, and thereupon it was recast in Philadelphia, and raised to its place in 1753.

Twenty-seventh Pupil—

When it was certain that the Declaration of Independence would be adopted by Congress, it was resolved to announce the event by ringing the old state house bell, which bore the inscription: "Proclaim liberty to the land: to all the inhabitants thereof!" The old bellman, accordingly, placed his little son at the door of the hall, to await the instruction of the door-keeper when to ring; and, when the word was given, the little patriot rushed out, and flinging up his hands, shouted aloud, "Ring! Ring! Ring!"

RECITATION:—"The Independence Bell." (Found in Franklin's Fifth Reader.)

Twenty-eighth Pupil—

EVENTS WHICH HAVE OCCURRED ON THE FOURTH OF JULY:

On the fourth of July, 1826, the fiftieth anniversary of our national independence, two of the committee of five appointed to draft the Declaration, died, John Adams, of Mass., and Thomas Jefferson, of Va. "Independence forever!" was among President Adams' dying words as he said they should be.

Another of our presidents, James Monroe, also died on the 4th of July, 1831.

On the 4th of July, 1828, President John Quincy Adams, members of Congress, and many others, were present at the ceremony of breaking ground on the Chesapeake and Ohio Canal.

July 4, 1848, the corner-stone of a monument to Geo. Washington, was laid in Washington; the oration was by Robert Winthrop, speaker of the House of Representatives.

July 4, 1863, Vicksburg, with 31,100 men was surrendered by Gen. Pemberton to Gen. Grant.

July 4, 1868, President Johnson issued a full pardon and amnesty proclamation to all engaged in secession.

SELECTIONS:

Twenty-ninth Pupil—

Thanksgiving is all very well in its way.
Against Christmas and New Year I've nothing to say,
But my dog, and the fellows, and—
That is, all the fellows who have any spunk,
Who save up for months to buy powder and punk,
And keep fire-crackers hid in my old leather trunk—
We just live for the Fourth of July.

Thirtieth Pupil—

RECITATION:—"Fourth of July." By J. Pierpont.

Day of glory! welcome day!
Freedom's banners greet thy ray;
See! how cheerfully they play
With thy morning breeze.
On the rocks where pilgrims kneeled,
On the heights where squadrons wheeled,
When a tyrant's thunder pealed
O'er the trembling seas.

God of armies! did thy "stars
On their courses" smite his cars
Blast his arm, and wrest his bars
From the heaving tide?
On our standard, lo! they burn,
And, when days like this return,
Sparkle o'er the soldier's urn
Who for freedom died.

God of peace!—whose spirit fills
All the echoes of our hills,
All the murmur of our rills,
Now the storm is o'er.
O, let freemen be our sons
And let future Washingtons
Rise, to lead their valiant ones
Till there's war no more!

All in Concert—

"Lord of the universe! shield us and guide us,
Trusting Thee always, through shadow and sun.
Thou hast united us, who shall divide us?
Keep us, O keep us, the Many in One!
Up with our banner bright;

Sprinkled with starry light,
Spread its fair emblems from mountain to shore,
While through the sounding sky,
Loud rings the nation's cry,—
Union and Liberty! One evermore!"

—O. W. HOLMES.

SONG:—"Columbia, the Gem of the Ocean."

PERSONS AND FACTS.

Prof. Knight of St. Andrews University, has discovered a large number of letters from Wordsworth, Southey, Coleridge, Scott, and others, which are unpublished, and which were addressed to Sir George Beaumont, the painter. They will be published shortly.

Senor Carulla, a Madrid scholar, has just completed a rhymed version of the Bible. The work contains 250,000 verses.

By recent act of the state legislature the Pennsylvania School of Industrial Art receives an appropriation of \$10,000 annually, this year and next. This appropriation makes the school practically a state institution, as it is conditioned on the establishment of one free scholarship for each county in the commonwealth.

Female students in colleges in the United States are said to number 18,000.

William Walter Phelps has given \$25,000 to Yale College to encourage the study of political economy.

The University of Michigan, at Ann Arbor, will celebrate its semi-centennial during commencement week, June 26-30.

Prof. Samuel Kirkwood, LL.D., professor of mathematics in the University of Wooster, O., has been called to the presidency of Coe College, Cedar Rapids, Iowa.

The advisability of the students wearing gowns is under discussion at the University of Pennsylvania.

The trustees of Mercer University, Ga., have determined to abolish the mess-hall, and to erect cottages on the campus; also a large chapel.

Prof. C. A. Schaeffer of Cornell University, has accepted the presidency of the Iowa State University.

The National College for Deaf Mutes at Washington is to be opened to women.

In commemoration of her jubilee, Queen Victoria will release all military prisoners confined for petty offenses.

An investigation is being made in New York City of the alleged adulteration of food.

Mr. Gladstone's overtures have been coldly received by Lord Harrington and his followers.

The National League approves William O'Brien's course.

An active volcano has broken out near Baviapo, Sonora.

The marriage of Hon. Warren Easton, state superintendent of public instruction, Louisiana, to Miss Hart, daughter of Mrs. Emily L. Hart, of New Orleans, takes place July 5. Congratulations.

THINGS OF TO-DAY.

Lord Randolph Churchill, in a recent speech, charged the party in power in England with weakness, mismanagement, and extravagance.

A litigation is going on in New York over the property left by the late A. T. Stewart.

Prince Bismarck has determined to conciliate the Czar, as he considers it the best means of soothing the irritation, and settling the difficulties that now exist.

Thomas H. Coster, of New York, has purchased the Pittsburg & Western railroad for \$1,000,000.

Mr. Parnell has received high praise for his action in putting an end to obstruction in the debate on the coercion bill.

It has been proposed to have an extra session of Congress next autumn.

It is estimated that the Pan-Electric suits have already cost the government \$50,000.

There have been several cases of yellow fever at Key West.

Hostile Indians are again on the war path in Arizona.

The Cunard steamer "Umbria," recently reduced the steamship record between Queenstown and New York to six days and three hours.

A box was found among the unclaimed baggage of the steamship "Champagne," containing sketches and plans of French forts and defenses. It was marked as belonging to a German officer.

Hours occupied by 16,000 people have been demolished in Hamburg to allow improvements in connection with the canal and new harbor.

The Cunard steamship company have been fined \$1,000 for allowing an insane immigrant to land at Boston from one of their vessels.

The Chicago and Grand Trunk Railroad Company persists in selling tickets to commercial travelers at reduced rates, and claims that the inter-state law does not cover the case.

A circus tent collapsed in Nieschen, Germany, a few days since. A panic ensued, during which many people were killed and injured.

A train on the Fitchburg railroad was thrown from the track at Pownall, Vt., by a misplaced switch. Many persons were injured.

King Humbert is anxious to establish friendly relations with the Pope.

Boodle methods in Chicago are becoming notorious.

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EDUCATIONAL NOTES.

ALABAMA.

The teachers' institute of normal methods under the general direction of Pres. T. J. Mitchell, beginning June 8, at Florence, accomplished an excellent work among the teachers of Alabama. The methods in each subject were valuable, because practical, being drawn from the personal experience of the instructors. There were many illustrative lessons on the best means of using charts, globes, and blackboards given, and many practical plans for managing classes and increasing the interest of pupils in school-work suggested. Teachers went away feeling amply repaid for the week's attendance.

CONNECTICUT.

Miss Marion Elsie Blackman, teacher in the Norwich Free Academy, died a few days since. She swallowed an orange seed which became lodged in the small intestine, causing inflammation which resulted in her death.

The declamatory contest for the Barnum medals in the Bridgeport High School, was more largely participated in this year than formerly. The best six essays written on subjects given out last Christmas were chosen for delivery. According to the markings of two committees, the one having the highest aggregate was found to be Miss Mary N. Turner, who received first prize; Alfred B. Palmer was awarded the second.

The legislature has made women eligible as members of school boards and district committees.

Near the close of the present term, the New Haven schools will give receptions for the purpose of showing what has been accomplished in sewing, and how it is carried on; the manual school will also make an exhibition of the work done by the boys.

The Connecticut council of education held its semi-annual meeting in New Haven, June 11. The principal subjects of discussion were the curriculum of our common schools, and arithmetic as one of the studies of the common school curriculum. The discussions were animated and vigorous. The claim of the minority that the present tendency is to overcrowd the curriculum, and assume duties that properly belong to parents, was not endorsed by many speakers. Prin. F. F. Burrows, of Hartford, presented the historical side of the subject in a very interesting manner. Prin. Mark Pitman, of New Haven, compared the amount of time given to the various studies in the schools of France, Prussia, Austria, Switzerland, and representative cities of the United States. He pointed out especially our lack of instruction in morals and manners, and in the elements of science. Mr. F. A. Brackett, of Bristol, in presenting the topic of arithmetic, took the ground that we are teaching too many unpractical subjects in this study, and should cut many of them out to gain time for drill on the fundamental operations, in order to secure much greater accuracy.

The state normal school graduated a class of forty-four on June 24. The new work shop and gymnasium was completed before that time.

New Haven. State Correspondent.

A. B. FIFIELD.

DAKOTA.

Miss G. Elgetha Masters, assisted by Miss Louise Cooley, edit an educational column in the *De Smet Leader*. The teachers of Kingsbury county, interested in the cause of education, are invited to contribute either original or selected articles. By this means it is hoped that not only teachers may be benefitted, but that the people in general may become interested in, and better informed on educational matters.

GEORGIA.

The Peabody Institute meets at Atlanta, July 18, and continues in session four weeks. The following is the corps of instructors: Geography, Rev. Charles Lane, of the Alexander free school, Macon; Arithmetic, W. M. Slaton, of the boys' high school, Atlanta; English Grammar, Lawton B. Evans, superintendent of the schools of Augusta and Richmond county; Algebra and Geometry, W. R. Thigpen, boys' high school, Savannah; Theory and Practice of Teaching, including methods, school management, etc., Dr. John Hancock, of Chillicothe, Ohio; The Natural Sciences, Dr. L. B. Clifton, of Macon, Ga.; How to Teach Reading, Dr. H. H. Tucker, ex-chancellor of the university of Georgia; Drawing, Horace Bradley, artist, New York City.

ILLINOIS.

The American normal musical institute will hold its fourteenth annual session at Charleston, beginning July 11, and continuing four weeks.

The object of this institute is to furnish the best opportunity for the most thorough instruction in theory of music, harmony, thorough-bass, musical composition, conducting sacred and secular music, voice culture, solo singing, sight reading, piano and organ playing, etc. Also to elevate the taste and aspirations of musical people by the study and artistic performance of the best works of musical art. The especial object of this institute is to assist teachers by presenting improved methods of teaching. Incidentally this institute furnishes a most pleasant resort for musical people, and an annual reunion of musical friends.

INDIANA.

The fifth annual session of the Northern Indiana teachers' association will be held at Maxinkuckee Lake, June 28, 29, and 30.—President, D. D. Luke, of Ligonier schools.

Two summer terms of the Fort Wayne College will be held, one the June-July term; this session began June 20, and will continue five weeks. The instructors will be Professors Spencer R. Smith, J. C. Conway, and J. P. Bonnell, with such assistance as may be needed. The other, the July-August term; this session will begin July 25, and will continue five weeks, closing Aug. 26. The instructors will be W. F. Vocum, Miss Kate Aull, and J. P. Bonnell, with such special teachers as the attendance may justify. The special work of this term will be a review of the common school studies, but higher work will be carried on as needed.

IOWA.

The fourteenth annual session of the Monroe county normal will be held at Albia, July 5 to Aug. 27. During the first five

weeks of the session, special attention will be given the subject matter of common school studies. Members will daily be afforded the privilege of conducting class work. During the last three weeks, beginning Aug. 8, the instructors will have charge of their respective lines of work.

Dickinson county normal institute will convene at Spirit Lake, July 18, and continue in session two weeks. Prof. E. R. Eldridge, president of the Eastern Iowa normal school, has been secured as conductor. Prof. E. B. Warman has also been engaged. His special work in the class room will be in the line of articulation, enunciation, diacritical marking, and orthoepy. Mrs. Minnie S. Hatch, of Des Moines, will give special attention to primary methods.

The sessions of the Clinton county normal institute will be held as follows: Wheatland, commencing July 18, continuing one week; De Witt, commencing July 25, continuing two weeks; Lyons, commencing Aug. 8, continuing one week. The following are the instructors: Geo. B. Phelps, conductor and instructor in United States history and civil government; Prof. J. C. Gilchrist, instructor in didactics, arithmetic, and physiology; Prof. Chas. Eldred Shelton, instructor in didactics, arithmetic, and physiology; Miss Anna E. McGovern, instructor in primary methods and geography; Miss Maggie Buchanan, instructor in grammar and American literature.

MINNESOTA.

The Minnehaha county teachers' institute, for the spring of 1887, was held at Sioux Falls, beginning April 4, and continuing through the week. About seventy teachers were in attendance, many among them who expect to teach this summer for the first time. Supt. Whipple had charge, assisted by several of the teachers, and other educators. Ex-Supt. Benedict, of Lincoln county, rendered valuable help during the first part of the institute. Prof. McCartney, of the Sioux Falls schools, and Prof. Triggs, of the Dell Rapids school, took an active part in the institute, much to the advantage of the teachers. Prof. Allen, of Madison, Rev. Meredith, S. E. Young, and Wm. Beckler, of Sioux Falls, also contributed valuable help to the institute.

The Minnehaha county teachers' association, held at Hartford, May 7, was a grand success.

MISSOURI.

The teachers' normal, of Clinton county, will be held at Plattburgh, beginning July 5, and ending July 29. Com. T. J. Kinzer will be the conductor. Instructors have been secured, who will conduct their classes with the especial purpose of exemplifying the best methods of class recitation and subject presentation, advancement in the theory and practice of teaching being the great object of the normal. No pains will be spared by each instructor to present the best and true methods.

NEBRASKA.

The Cass county institute convenes at Plattsmouth June 27—July 11, with Prof. W. W. Drummond, of Plattsmouth high school, and Prof. Rakestraw, of Nebraska City, as instructors. Prof. Wm. H. Lynch, of the West Plains Academy, known as a leading educator in the state of Missouri, has been secured as the principal of Mt. Grove Academy, Wright county.

NEW JERSEY.

The pupils of the eastern public school, East Orange, held their annual reception, and industrial exhibition of home-made articles on Saturday afternoon, June 18.

NEW YORK.

The teachers of Queens county spent a pleasant week at Jamaica, attending the teachers' institute. It was conducted by Prof. H. B. Sanford, assisted by Prof. E. H. Cook, of Potsdam, and several of the principals of the county. Mr. A. C. Almy, of Hempstead, spoke on "American Literature." He treated the subject from a historical standpoint, tracing the growth of our literature from the landing of the Pilgrims down to the present time, and also from the standpoint of the teacher. He gave this valuable suggestion among others: "We must select the author according to his adaptability to our pupils. We must choose the productions of the author that are easily apprehended by the pupils. If an author is selected whose range of thought and style of expression is entirely out of the field of their knowledge, and does not touch their 'little world' at any point, the more time and study spent with that author the greater the distaste. A writer's subject may be beyond the years and above the intelligence of a pupil whose wisdom does not attain its maturity, or does not reach the maturity necessary to understand the author, until some years are passed."

Mr. Almy then gave some account of "authors' days" at his school, saying that Emerson day had proved unsatisfactory, while Longfellow had been a great success, and had proven to be the favorite poet.

Supt. S. J. Pardee, of Flushing, gave a talk on "Teachers' Study Hours." He gave excellent advice, which, if followed, would lead to true advancement. He said: "Teachers should prepare lessons as well as scholars. One of the best teachers I know always looks over her lessons in advance. No matter how many times she has taught the subject, she always looks over the lessons prior to her going before the class; this enables her to present whatever subject she is teaching in a clear manner to her pupils. The best teachers all study. If they have had the advantages of a normal school or college education, they learned that when they finished their course of study in school that they had acquired but the elements of the various branches. Instead of feeling that they know it all, they feel how little they know." An interesting discussion followed.

Supt. W. J. Ballard, of Jamaica, read a paper on "Physical Training." Mr. Ballard is considered authority on this subject, and it is needless to state that the paper was interesting and instructive. One has only to visit his well equipped gymnasium (which we understand has been fitted up at his own expense), and witness his pupils as they pass through an exercise, to be convinced that he is in earnest in what he advocates, and also that physical training does effect all he claims it will. Perhaps nowhere in the state will a more healthful, better developed class of pupils be found than in Jamaica; and added to this there is a grace and self-possession characterizing all their movements that is rarely met with in growing boys and girls. It is difficult to imagine any looser, shuffling, careless work coming from scholars

who display so much heartiness, vim, and precision, as they did on that very warm Thursday when they gave their highly entertaining exhibition before the teachers of the county. However ably Supt. Ballard may write or speak on the subject, his pupils are the strongest plea he can present in favor of physical training. It is a plea that seems to carry conviction and rouse enthusiasm.

Prof. E. H. Cook, who assisted in conducting the institute, said among other good things: "The training of the senses is the chief element in education. A child loves to learn. Some of you regard this statement with doubt. He may not love to learn certain things, but there are certain things he will like to find out, and if you don't make a study of what the pupil likes to learn you put an obstacle in the way of his education. A boy does not always like to learn what is marked out for him. The boy gathers knowledge through his senses. A circus comes to town. You ask the boy if he would like to go. You endeavor to satisfy his craving for a sight of the show by telling him that some one has written all about it, and that he can learn what there is at the circus from the story, and he saved the trouble of going. You sit down with him, and show him the animals, and the bareback riders, the trapeze, and all the rest of it. Of course, he does not care a snap for it. He wants to enjoy it through his senses."

Prof. Sanford, in speaking of supplementary reading, suggested that daily newspapers would furnish good matter for supplementary reading, because by that means valuable information could be secured while the pupils were improving themselves in the exercise. The speaker also recommended history to be employed in the same way. He declared that less than 7 per cent. of the 1,000,000 children annually attending school in this state go to the high school, and only 1 per cent. graduate. In closing his remarks on supplementary reading, Mr. Sanford said that "we shall come to the point some time when we shall learn something more than our ability to read."

The afternoon closed by a discourse on civil government, by Mr. John Lyon.

The teachers listened to a lecture Wednesday evening by Dr. Jerome Allen, of the SCHOOL JOURNAL.

S. S. Surdam, of Oyster Bay, read a paper on "Commercial Training," which was full of practical suggestions: "A good plan is to begin with the fourth reader grade, and teach these points in regard to commerce, and at the same time take up simple business forms, made for the occasion, with familiar transactions, using the names of pupils. By the time they reach the fifth reader grade, teach them to make out bills and receipt them, write promissory notes to bearer or to order, on demand or at a specified time; indorse them for negotiation in full and in blank; get a book of blank checks with explanations of the same; also indorse payment. Draw blank forms for checks and fill them out. Illustrate from real checks which the pupils are allowed to examine, for the imagination is not always to be trusted, and seeing is knowledge."

Thursday the members of the institute at the morning and afternoon sessions listened to lectures on natural science, by Prof. J. F. Woodhull. Mr. Woodhull had an apparatus with him, and demonstrated many of the theories upon which he spoke.

"Ethics in the School-Room," by Mr. William Wiley, was the closing paper. It was listened to with close attention. The teachers of Queens county were pleased to receive a visit from Prof. John Kennedy, a former institute conductor. It is hoped this able instructor will soon be able to resume his work.

NORTH CAROLINA.

The seventh session of the Wilson normal school will be held in the chapel and rooms of the large and pleasant graded school building, Wilson. The session will continue from June 21 to July 12, inclusive. Superintendent, P. P. Claxton.

PENNSYLVANIA.

Friday evening, May 27, was the occasion of the closing exercises of the Troy graded and high school, and it is unnecessary to say that they were a success in every particular. The certificate of scholarship from Adrian College, Michigan, was awarded to Miss Margaret Bruce McCabe. The award was based on scholarship alone. Prof. Fisher and the teachers of the school are worthy of the congratulations extended to them on their noble work so faithfully performed.

A large audience assembled in the chapel of Lafayette College to witness the unveiling of the memorial tablet presented by Dr. Charles Elliot, class of '40, to the college. The tablet was erected in honor of Dr. Junkin, the first president of Lafayette. Addresses were given by two of his former pupils—Drs. Elliot and Porter, and by Dr. Knox.

VERMONT.

The closing exercises of the state normal school, Randolph, were held June 17. The Sunday preceding, Rev. H. A. Spencer delivered the sermon before the graduating class. Prof. Edward R. Ruggles, of Dartmouth College, addressed the alumni association.

WEST VIRGINIA.

Institutes will be held as follows:

DATE.	COUNTY.	PLACE.	INSTRUCTORS.
June 27,	Barbour,	Philippi.	Dr. M. A. Newell and Prof. W. H. Payne.
June 27,	Wayne,	Cassville,	T. E. Hodges.
June 27,	Wirt,	Elizabeth,	J. M. Lee.

H. J. Dunire has been elected county superintendent of Tucker county by a large majority.

Mr. John Hess, county superintendent of Jefferson county, died at his home in Jefferson county, after thirteen days' illness, in his eightieth year. He was elected in 1876, and has continued county superintendent ever since.

WASHINGTON TERRITORY.

An interesting and enthusiastic meeting of the Thurston county teachers' institute was held, beginning May 9. County Supt. Mrs. P. C. Hale, presided, and by her enthusiasm and appropriate remarks, contributed not a little to the interest and success of the meeting. She is acknowledged as a superintendent of great ability, and one who is doing much to elevate the standard of education.

NEW YORK CITY.

The board of education at its last meeting consolidated male department of Grammar School No. 8 with male department of No. 38, in the Eighth Ward, and transferred Principal John T. Maguire to male department of No. 10, in the Fifteenth Ward, to succeed Mr. Thomas G. Williamson, who died in April last of injuries sustained by falling down the stairs of the Third Avenue elevated road. Mr. Maguire is a scholar, and an able principal, who has discharged his duties in the position, which he has held so long in the Eighth Ward, to the satisfaction of the school officers of that ward, and will, without doubt, be equally successful as principal of No. 10.

The board also re-elected Thomas F. Harrison, Norman A. Calkins, John H. Fanning, Wm. J. Nes, James Godwin, and Paul Hoffman as assistant superintendents of schools for the term of two years. Supt. Jasper's term will not expire before May, 1888, and Asst. Supt. Griffin was elected last fall in place of Mr. McMullin, who had been chosen clerk of the board. Nearly all the gentlemen who were re-elected as assistant superintendents have held their positions for many years, Mr. Jones having served over thirty years; Mr. Calkins, twenty-four years; Mr. Fanning, sixteen years; Mr. Godwin, seven years; and Dr. Hoffman, six years. The board, by its action, declares its purpose to retain in office those officials in whom it has confidence, and who have faithfully discharged the responsible duties of their office. Before the election took place, the board equalized the salaries which the assistant superintendents shall annually receive, two of them having heretofore received nearly five hundred dollars more than their associates.

MORTIMER LAMSON EARLE has been selected by the Columbia College board of trustees from among the younger instructors to go abroad, and spend a year in classical research at the American school in Athens. Mr. Earle and Prof. Merriam, the new director of the school, will sail for Europe in a few days.

The credit of suggesting the amendments to the state teachers' license bill, about which there has been so much discussion in this state, and which is now in the hands of Governor Hill, is due to the combined efforts of the Mutual Improvement Association, and the Primary Teachers' Association, of this city. They knew that there must come a bill of some kind; and it is better to take a bill prepared by themselves than to risk another next year. We are glad to learn that much of the opposition to this measure has ceased; in fact, that men who opposed its passage, are now earnestly in its favor.

EXCURSION TO THE PACIFIC FROM THE NATIONAL ASSOCIATION.

The Chicago and North-Western Railway have very kindly announced for the benefit of teachers attending the "National Association" in Chicago, two cheap excursions to California.

One leaves Chicago on July 12, and the other on July 26, at the very low rate of \$80 for the round trip from Chicago to San Francisco, Colton, or Los Angeles and return; either of the above offer the following inducements, viz.: The return portion of ticket is good six (6) months from date of issue, and good to stop off at your pleasure.

The going portion of ticket is via Council Bluffs, Omaha, Denver, Salt Lake, and the Rocky Mountains, and the return is via any one of the many available routes, thus affording the widest possible latitude for the selection of a trip that will meet the demands of individual tastes.

Parties desiring to return via Portland and St. Paul can do so upon the payment of \$15 extra.

These excursions will be first-class in every particular, and all details tending to promote the comfort of excursionists will be carefully looked after. Palace sleeping cars will be provided the entire distance for parties desiring such accommodations, at the usual additional cost, and meals will be served in the famous "North-Western Dining Cars" between Chicago and Council Bluffs, and St. Paul and Chicago. The meals in these cars cannot be surpassed in the best hotel in the country, and the price per meal is only 75 cents.

Maps, time tables, and information regarding these trips, as well as many hundreds of pleasant summer resorts in the North-west will be cheerfully furnished upon application to Mr. E. Vhel, City Passenger Agent, No. 62 Clark St., Chicago; C. & N. W. Ry. Depot, corner Wells and Kenzie Sts., Chicago; or from the company's eastern representative, Mr. E. T. Monett, 400 Broadway, New York City. Mr. Monett has issued a circular regarding the two California excursions, and will gladly mail copy of same to any teacher that will make re-

quest. This is a golden opportunity to visit the Pacific Coast, and it is expected quite a number will avail themselves of low rates.

LETTERS.

REPRODUCTION AND REPRESENTATION.—Explain Reproduction and Representation. R. C.

These terms are used by Sir William Hamilton, in his classification. Reproduction is the power we have of recalling knowledge. It is closely allied to memory. Representation is as closely connected with reproduction as this is with memory. It is the power of the mind to bring back former presentations or pictures, in the form in which they were first seen.

GRUBE METHOD.—What is the Grube Method? Illustrate by writing in full a lesson on 3. L. A.

The Grube Method is a system of teaching the four simple rules of arithmetic to little children at the beginning of the school course, and within the limits of the numbers with which they are familiar. When the child is ready to take up a new number, say four, he is taught first to recognize groups of four and then to perform all the separations and combinations possible with four counters, expressing each result in its appropriate language. He concludes by comparing four with all lesser numbers. It requires a longer series of exercises to teach four thoroughly than it does to teach ten, because as the pupil proceeds he becomes more and more familiar with the processes to which each number in turn is subjected. The Grube method is essentially an objective method. The children are allowed one year in which to become thoroughly conversant with the contents of all numbers to ten, inclusive. E. E. K.

INDUCTIVE AND DEDUCTIVE REASONING.—Will you give an illustration of inductive and deductive reasoning? READER.

Induction is the act of reasoning from a part to a whole, from particular truths to general one. In teaching, it is proceeding from what the child knows to what he does not know. In deduction we pass from the general to the particular, the process in downward. As examples of the above, notice in the articles on "Fractions" recently published in the SCHOOL JOURNAL, how the author proceeds, step by step, from what the child observes and knows, until he can add, subtract, multiply, and divide fractions. This is a good example of inductive teaching. The opposite or deductive would be: Suppose the teacher were to require the child to learn all the definitions relating to fractions, the rules for all the operations, and then follow with illustrations and problems. Children in both instances have now arrived at the same end—they are able to solve problems; but notice, in attaining this end, the mental exercise required in the first instance, and the lack of it in the other.

NATURAL HISTORY.—What natural history would you recommend for children of eight and ten, who understand beginning geography very well, but are not ready for more advanced work?

I would not recommend that any work on natural history be placed in the hands of children eight or ten years old, unless it be some simple, interesting work like "Young Folks' Pictures" and "Stories of Animals," to be read by them, and any interesting fact related in class. Lessons in this subject should be given orally to pupils of this age, aided by pictures. Outlines of lessons can be placed on the blackboard; pupils can copy on slates or paper. Each day review on preceding day's work.

TRAINING THE SIGHT.—How may a teacher help to train the sight of her pupils? M. C.

By training the sight is meant training the observation—it is not the eye, but the mind that sees. There are various exercises for cultivating this faculty—object lessons have this in view. The following suggestions appeared in our columns a short time ago, as a thinking exercise:

Name objects in the room that are black, white, brown, red, etc.

Name those made of wood, paper, stone, iron, etc.

Name the parts of the door, desk, chair, stove, book, knife.

Name the birds pupils have seen, the flowers, the animals.

Name kinds of knives, dishes, chairs, insects, birds, hats, etc.

Name creatures that walk upon two legs; upon four, six, eight; that swim, fly, crawl; that make noises with their mouths and throat, that do not.

If quickness in sight is desired, a very good exercise is to hold objects of different forms before the class for an instant, and then call for shape, also different colors, cards containing figures, etc. Have scholars close eyes, arrange a number of things on the desk, allow them to look at them for a moment, quickly cover with a paper or piece of cloth, call for the objects seen by different ones.

POSITION IN RECITATION.—Would you have a pupil stand or sit while reciting, and why? W. V.

He should stand. That is a parliamentary rule that should be observed in school as well as elsewhere. The one who is speaking has the floor, and no one else can speak until he is seated. By rising, he speaks with greater ease, and from his prominent position makes a greater effort to speak well. The act is also a mark of respect to those who are listening, and they in turn have greater respect for, and interest in what he is saying.

REVIEW CLASS IN HISTORY.—How can I conduct a "review class" in history without being merely a hearer of recitations? BLANK.

A "review class" in history often means a class of older scholars who have been through the book several times and wish now to review on facts, in which case the teacher is a hearer of recitations. There is no better opportunity afforded than in a review class for teaching the philosophy of history. The pupils are somewhat familiar with the facts, and causes and far-reaching results can be presented as never before. The pupils will understand an allusion to any part of the history. If the facts have been taught in an isolated manner, now is the time to weave them together into a harmonious whole, to teach pupils the beauties of history, to inspire in them a love for it. Recitations in this class should be of the most intelligent kind—by topic, of course. Facts may be reviewed, but in such a manner as will show their bearing. A "review class" is the teacher's last chance, and she cannot afford to let it slip, by being simply a hearer of recitations.

WAGES OF PRIMARY TEACHERS.—Should not the primary teacher of any graded school receive as high, or higher wages than the intermediate teacher? A TEACHER.

She should, providing she is a capable, efficient primary teacher. Many primary teachers receive the lowest salary of any department, and this is just that they should, because, sad but true, they are the most poorly equipped in training and education; the injustice in this case is not to the teachers, but to the pupils, in employing such teachers. But the time is coming when boards of education will employ only teachers fitted for this work, and they will recognize in her qualities that deserve as good pay as those of any teacher in the school.

BEGINNING GRAMMAR.—What is the best method of teaching beginners in English grammar? J. H. M.

If the use of language has been taught from the primary classes up, in a systematic manner, the pupils have made a beginning in English grammar. They know the meaning and use of things, of which they have not yet learned the name. For example, they have learned to use the correct form of the past tense of verbs, the use of prepositions, proper and common nouns, without being burdened with the technical term. This is the beginning of English grammar—the use of language. Never invert the order and wait until the child is ten or eleven years old, and then plunge him into technical grammar, waiting again until he reaches the senior year before any work in composition is required of him.

BLAIR EDUCATIONAL BILL.—What is the Blair Educational Bill? Of what benefit would its passage be to the country? A SUBSCRIBER.

The Blair Educational Bill was so called because it has been especially advocated by Senator Blair of New Hampshire. It provides that about \$70,000,000 shall be taken from the surplus in the Treasury of the United States, and distributed among all the states according to the illiteracy existing among them. Those having the greatest ratio of illiteracy would receive the largest amount of money. It has been twice defeated, on the ground that it is a partisan measure, but the end is not yet. Those who know most about the subject predict that it will become a law.

QUESTIONS.

(Answers will be given in our next number.)

1. What are the three important things to be accomplished in the early training of a child? How is it done? M. L. N.

2. What is meant by culture? How would you cultivate a sense of honor, justice, and patriotism in a child? J. OBERS.

3. What is meant by training the perceptive faculties? M. L. N.

4. If pupils do not care to associate with each other, is it best to compel them to do so? E. A. V.

5. When the time allotted for a recitation is a half an hour, and a part of it is used by the teacher in explanation, is it right to detain pupils after four, for individual recitations? SUBSCRIBER.

6. Is it right to allow children in writing to use the contractions, isn't, wasn't, don't, etc.? Is it ever correct to use *ain't*? If so, what is it a contraction of? K. R.

7. What should constitute first lessons in geography? M. L. N.

8. Should not the memory be trained? If so, what are the best means? DOUBTER.

9. What is the "Truant Agency"? M. J. MCCORMICK.

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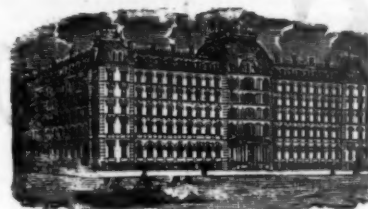
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The one hundredth anniversary of the adoption of the Federal Constitution is a good time to take a backward look, and the author of this essay presents, in a small compass and a clear light, an outline of the origin, growth, and principles of constitutional liberty, as enunciated by the Federal Constitution. Some of the salient points in this essay are—the early history of the colonies,—causes which led to the Declaration of Independence,—the establishment of the Constitution,—some of the Powers under the Constitution,—the co-ordinate departments of government,—causes which may endanger the Federal Government. At the close of the volume is an Appendix, which contains "The Constitution of the United States, with all of the Amendments thereto, including foot-notes of judicial decisions upon the same." A complete index to the essay, and also an index to the Constitution are given.

ABSTRACT OF THE ELEMENTS OF UNITED STATES HISTORY. Arranged in Tabular Form. By H. C. Symonds. For sale by the Baker & Taylor Co., 9 Bond Street, New York. 111 pp. 60 cents.

These Tables embody all the essential facts that are found in our school histories,—each table sufficiently covers a distinct subject and provides a suitable lesson for the youngest classes of pupils. The history is divided into five periods,—Discovery and Exploration Period,—Colonial, Revolutionary, Constitutional, and Reconstruction Periods. More advanced pupils may be able to use to advantage two or three of the Tabulated Lessons at one time, and beyond the facts that are incorporated in this little volume, few will be retained by the average pupil. The tables will be found of great use also to those who wish to conduct a rapid review of the subject.

GEOLOGICAL STUDIES. Or, Elements of Geology. For High Schools, Colleges, Normal, and Other Schools. By Alexander Winchell, LL.D. Chicago: S. C. Criggs & Co. 513 pp. \$3.00.

This book by Dr. Winchell, on the element of geology, is intended as a guide in the observation of nature, and a synoptical record of the more important facts of the science. The method of this work, as in the author's "Geological Excursions," is an appeal to the powers of observation; and the facts given are the most familiar and most accessible. It is divided into two parts,—I., Geology Inductively Presented,—II., Geology Treated Systematically. The outcome of the first part is a somewhat chaotic and undigested mass of facts and doctrines, buried in a good many words. It does not supply the

means for a methodical apprehension of the elements of the subject, but it supplies many fundamental facts, many great principles, many impressions, many hints for personal observation, and many impulses to continue. Part II. is a complement of this. Here we find facts and principles reduced to methodical representation; the discussions of topics are completed, and the various portions are arranged logically. The last chapter of the book is a rapid historical glance over the whole range of terrestrial events. The book, therefore, while it is not considered by its author, or intended as a manual, can be used to advantage as a book for elementary reference. As it is elementary, it will be observed to be restricted to American geology; for the recent additions to our knowledge of American geology have so transformed the science, that the subject must now be treated very much as though there were no former elementary works upon the subject. The illustrations are numerous and fine, there being three hundred and sixty-seven scattered through the text. The divisions of the book-matter in the first part are called Field Studies. There are thirty-five of these Studies. Suggestions to the instructor are added, also Some Practical Hints, in regard to tools, their uses; magnifiers, cement, tickets, numbers, etc. Any one who has read "Winchell's Geological Excursions" will be prepared to receive and enjoy to the full this larger and more advanced work by the talented author.

A THIRD READER. Stickney. Boston: Ginn & Co. 398 pp.

The aim of the editor and publishers of this series of beautiful readers has been to advance children more rapidly, and give them a taste for a kind of reading which will ennoble and instruct. The selections are mainly literary in character, in narrative style, and that always is attractive to children. The poetry is chosen largely from the standard authors, but a few pieces, less known, but exceedingly attractive from their very simplicity, are included. The compass of the selections extends over the different fields of learning, thus introducing among children's employments and recreations a taste for standard literature; and as they present generally the most noted authors, these selections may incite a taste for further reading of other writings by the same authors. Selections for memorizing are also found in this reader; but the main reliance for language culture is the superiority of the models presented, and the life-like style of reading. In addition, each lesson is followed by a language exercise, growing naturally out of it, and less familiar words are placed at the head of each lesson. This series of reading-books is excellent in plan, method, and material.

OUTLINES FOR THE MANAGEMENT OF DIET; Or, the Regulation of Food to the Requirements of Health and the Treatment of Disease. By Edward Tunis Bruen. Philadelphia: J. B. Lippincott Company. London: 10 Henrietta Street, Covent Garden. 135 pp. \$1.00.

The substance of this little volume was delivered in the form of lectures to the nurses of the Training Schools of the Philadelphia University of Pennsylvania, and Women's Hospitals. The author maintains that a proper proportion of physical exercise and rest, with a suitable home and surroundings are of great assistance in securing good digestion, but diet holds emphatically a first place. The book is divided into chapters, some especially being of great practical value. The author has laid particular stress upon "Diet in Special Diseases," giving four entire chapters to the subject. A careful study of the book will demonstrate the fact, that the scientific aspect of the subject has been subordinated to the presentation of practical suggestions as guides in the selection of suitable food in different conditions.

HISTORY OF ENGLAND. For Beginners. By Arabella B. Buckley. With Additions by Robert H. Labberton. London and New York: Macmillan & Co. 380 pp. \$1.00.

In the small space allowed in this book, the author has endeavored to set before young readers a connected history of the rise and development of England,—and while giving the most important facts, or those required by students, she has taken special pains to present a true and vivid picture of the life, difficulties, and achievements of England in former times,—as well as showing how the laws, constitution, trade, and colonies have grown up. The Table of Contents, at the beginning of the volume, is so arranged that it may offer a clear outline of the facts of each chapter, as well as serve the purpose of a chronological table, giving the dates in their due succession. The book is written in a pleasant, conversational style, and will tend to prepare the way and cultivate the taste for more extended history. The maps are beautifully executed and cover an extended field, including famous battles and sieges. In appearance the covers are attractive in bright red, with gilt lettering. The type is clear and the paper good.

LA FRANCE. Notes de'un Américain. Recueillies Et Mises En Ordre. Pas A. De Rougemont. New York: The Writers' Publishing Company, 21 University Place. 173 pp. 90 cents.

This book is entirely French, and tells, in seventeen short chapters, all about the soil, climate, population, industries, social classes, and principal cities of France; and in twenty-two chapters more, discusses the educational system, the language and universities, the literature, arts, sciences, religion, and domestic life of that country. The author presents in an admirable way the facts concerning France that Americans most desire to know, and besides being full of useful and necessary information for people in general, it is an excellent book for the class-room, as it makes an entertaining and instructive reading-book.

LITERARY NOTES.

Hubbard Brothers of Philadelphia, will publish, on July 15, a book entitled, "Samantha at Saratoga." It is humorous in character, and judging from extracts from it, the work will prove very entertaining.

Ginn & Co. will publish during the summer a thoroughly revised edition of Sievers' Grammar of Old-English, translated and edited by Albert S. Cook, Ph.D., of the University of California. This new edition embodies the latest conclusions of the best authorities and brings the whole subject really up to date.

The second number in the series of monographs on "Political Economy and Public Law," edited by Prof. Edmund J. James, and published by the University of Pennsylvania, will shortly appear. It treats of the Anti-Rent Riots in New York, 1839-40, an important but hitherto almost entirely neglected chapter in

American economic history. The author is Mr. E. P. Cheyney, Instructor of History in the University of Pennsylvania.

Cassell & Co. are the publishers of Dr. Peter Bayne's "Life of Luther."

A new literary weekly to be called *The Twentieth Century*, will be published in Boston in the fall.

Prof. Mahaffy, the author of "The Story of Alexander's Empire," recently published by the Putnam's, has a new work on social life in Greece, in the hands of Macmillan & Co.

"In Ole Virginia; or, Marse Chan, and other stories," by Thomas Nelson Page, is published by Chas. Scribner's Sons. The volume contains six dialect stories that have already made their reputation by publication in the magazines.

"The Russian Church and Russian Dissent," by Albert F. Heard, gives a very satisfactory account of the orthodox church in Russia, intended for the general reader. It is published by Harper & Brothers.

BOOKS RECEIVED.

For Boys: A Special Physiology. By Mrs. E. R. Shepherd. Illustrated. Chicago: Sanitary Publishing Co. \$2.00.

The Story of Assyria. By Zenaide A. Hagozin. New York: Putnam's Sons.

Third Reader. By Stickney. Ginn & Co.

Elements of Botany. By Edson S. Bastin, A. M. Chicago: G. P. Engelhard & Co.

The Story of Metakabta. By Henry S. Wellcome. London and New York: Saxon & Co. \$1.50.

Wentworth & Hill's Exercise Manuals.—No. I. Arithmetic. Boston: Ginn & Co. 55 cents.

Behind the Blue Ridge. A Homely Narrative by Frances Courtenay Baylor. Philadelphia: Lippincott Co. \$1.25.

Mistaken Paths. A Novel. By Herbert G. Dick. Philadelphia: Lippincott Co. \$1.25.

Wallingford. A Story of American Life. Philadelphia: Lippincott Co. \$1.25.

The Federal Constitution. An Essay by John F. Baker, LL.D. New York: G. P. Putnam's Sons.

A Nameless Nobleman. By Jane G. Austin. Boston: Ticknor & Co. 50 cents.

One of the Dunces. A Novel. By Alice King Hamilton. Philadelphia: Lippincott Co. 25 cents.

Practical Lessons in Nursing: Outlines for the Management of Diet. By Edward Tunis Bruen. Philadelphia: Lippincott Co. \$1.00.

Franklin Square Song Collection. No. 4. Selected by J. P. McChesny. New York: Harper & Brothers. Paper, 50 cents each number; cloth, \$1.00, each number.

Psychology. The Motive Powers, Emotions, Conscience, Will. By James McCoeh, D.D., LL.D., LL.D. New York: Charles Scribner's Sons. \$1.50.

Plutarch's Lives of Cato, the Younger; Agis, Cleomenes, and the Gracchi. Translated by J. W. Langhorne. New York: Cassell & Co. 10 cents.

Practical Lessons in English. By E. J. Hoenshel, A.M. Charleston, Ill.: 40 cents.

Rand, McNally & Co.'s Indexed County and Township Pocket Map and Shippers' Guide.—Louisiana, Utah, Indian Territory. Chicago: Rand, McNally & Co. 25 cents each.

MAGAZINES.

In the Quiver for July, is an interesting account of Mrs. Leigh's Home for English and American Girls in Paris. By way of stories we have in this number the continuation of the serial, "My Brother Basil," and "By the Waters of Babylon," and "The Story of an Old Bible," all of them illustrated. Among other articles is a description of the "Gordon Boys at Home," being an account of the institute established in England in memory of the late General Gordon. The letters of Eliza South Browne, published in the July number of Scribner's Magazine, give glimpses of social life in New York and New England at the beginning of the present century. Mr. W. C. Brownell discusses the "Social Instinct" as the distinguishing feature of French life and character. In one of the Thackeray letters an interesting clue is given to the way in which Thackeray utilized his experiences of real life in some of the most effective characters in his novels. There will be many autobiographical details in this installment of the letters. Among the articles in the Chautauquin for July are the following: "Observation of Nature," by John Barrowitt; "In and around Calcutta," by Bishop John F. Hurst, LL.D.; "The Story of Natural Gas," by Joseph D. Weeks; "Cable Railways," by Charles Edward Norton; "Alaska," by W. G. Williams, D.D.; "Guides for Working-Women," by Helen Campbell, and "Arbitration and Profits," by Arthur Edwards, D.D.

General Sherman, in the July Century, commands war papers and expresses satisfaction with the course of that magazine in collecting from the witnesses, while living, their personal testimony. General Howard describes the struggle for Atlanta. The Lincoln Life reaches a point of the very highest political interest, as it includes a full account of the great debate which sent Douglas to the Senate and Lincoln to the White House. In this installment appear several hitherto unpublished letters by Lincoln, and a characteristic letter by Horace Greeley about Lincoln. Prof. William T. Harris, the distinguished representative of the New School of Philosophy, criticizes George's and theory in the July number of the Forum. Rev. J. O. S. Huntington discusses "Temperance House Morality." To the article by Prof. Patton of Princeton, in the Forum for June, "Is Andover Romanizing?" the corporeus of the Andover theologians, Prof. Newman Smyth, makes reply in this number under the striking title, "Is Princeton Humanizing?" A great variety of matter is presented in the July number of the American Magazine. Under the title, "Metakabta," Z. L. White tells with illustrations, the story of the complete civilization of an Indian tribe on the Northwest Coast. The Rev. S. W. Culver, President of Bishop College (Marshall, Texas), gives an interesting account of the colored schools in the Southwest. Book auctions and bibliomaniacs are sketched by Frank Lee Farnell; Longfellow's home, by Chaiborne Addison Young; and a wilderness in Vermont by F. Blanchard.

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Among the many summer schools which are just at this season coming before the public eye, the National Summer School of Methods takes a prominent position; an account of its advantages, both from an educational and a hygienic point of view, and, it also might be added from the point of view naturally taken by a limited purse, Teachers in New England and the West can this year attend the great educational meetings at Burlington and Chicago, and then go to Saratoga—where the school is held—for about half the usual rates.

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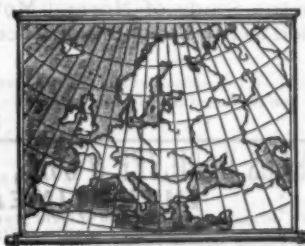
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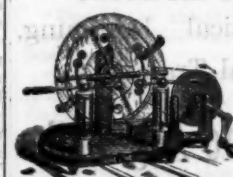
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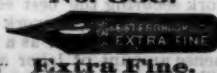
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SUMMARY OF ASSETS:

Cash in Banks	\$237,312 85
Bonds & Mortgages, being 1st lien on R. R. Eas	796,000 00
United States Stocks (market value)	2,534,373 76
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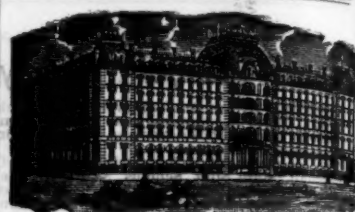
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Kansas Citizen (to wife): "A woman is in the kitchen in response to our advertisement for a cook." Kansas Lady (just returned from the polls): "Is she a republican or a democrat?"

"Johnny, you may give me the name of some wild flower," said the teacher in botany. Johnny thought a while, and then said: "Well, I reckon Injun meal comes about as near being wild flour as anything I know of."

Punch remarks: "If the *Pall Mall*, which will scarcely allow that 'many a true word is spoken in *Jess*,' keeps on attacking the author 'She,' Mr. Rider will return from his tour in the East looking rather more Haggard than ever."

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"Ah! What is this?" exclaimed the intelligent composer. "'Sermons in stones, books in the running brooks?' That can't be right. I have it! He means, 'Sermons in books, stones in the tuning brooks.' That's sense." And that is how the writer found it.

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